2000-2009 Self-Study Report

For the Higher Learning Commission of the North Central Association of Colleges and Schools

Site Visit November 16 – 18, 2009



STATEMENT OF IDENTITY

Walsh University is an independent, coeducational, Catholic, liberal arts and sciences institution. Founded by the Brothers of Christian Instruction, the University believes in the desirability of a small University that promotes academic excellence, a diverse community, and close student-teacher interaction.

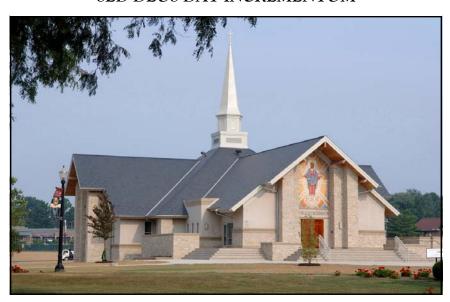
STATEMENT OF MISSION

Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition.

STATEMENT OF VISION

Walsh University is committed to being a Catholic University of Distinction, providing each student the educational experiences, resources, and opportunities necessary to foster critical thinking, effective communication, spiritual growth and personal, professional and cultural development. The University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

SED DEUS DAT INCREMENTUM



1a.
The organization's mission documents are clear and articulate publicly the organization's commitments.



In 2010 Walsh University will commemorate its 50th anniversary as an institution of higher education. The Walsh University of 2010, in its demographics, physical facilities, and the number and variety of degree programs, will be barely recognizable as the college that opened on 17 November 1960 with an initial enrollment of 67 freshmen. Even since its last comprehensive reaccreditation evaluation by the North Central Association of Colleges and Schools less than ten years ago in February 2000, the University has experienced significant changes in almost every aspect of its operations. Moreover, as has happened with most Catholic colleges and universities in America since the late 1960s, the presence of the founding order of Walsh University, in the classroom, in administration and on the Board of Directors, has dramatically lessened, challenging the University to devise ways to articulate and preserve the legacy of the Brothers of Christian Instruction into the future.

It is the purpose of the current <u>Self-Study Report</u> not only to document the depth and breadth of these changes, but also to describe the challenges the University is currently facing, and to provide clear and realizable goals to guide institutional efforts beyond 2010. Thus, early on in the Self-Study process, with the support of the Higher Learning Commission's liaison officer to the University, the Executive Committee overseeing reaccreditation decided to conduct a process that was driven first and foremost by institutional needs, while still at the same time addressing the five criteria and 21 core components detailed in the Commission's Handbook of Accreditation. The report as a whole has as its theme, "Walsh University: A Catholic Learning Community, Past, Present and Future." The central chapters of the report address the significant institutional goals noted below, each chosen for its potential to sustain critical and transformative discussion that will define the character of the school for years to come. The measures of whether this Self-Study has been a success will, therefore, be twofold: 1.) its capacity to provide the appropriate evidence in meeting the Higher Learning Commission's criteria for accreditation, and, of equal importance, 2.) its capacity to guide and assess the University's efforts to:

- Demonstrate Improved Learning.
- Articulate the University's Distinctiveness.
- Enhance Collaboration across the University Community.
- Create a Culture of Graduate Education.
- Foster a Culture of Assessment.

It was the intent of the Self-Study Steering Committee, in structuring the <u>Self-Study Report</u>, to foreground these institutional goals, while maintaining clear links to the pertinent documentation needed to meet the five criteria and 21 core components for reaccreditation established by the Higher Learning Commission. It was also the intent of the Provost and Self-Study Coordinator that the Self-Study would initiate changes within the University as the process was unfolding. The 2009 <u>Self-Study Report</u> documents a number of initiatives where this has occurred when areas needing improvement have been identified.

2c.The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



i

THE SELF STUDY PROCESS

The process which has resulted in the University's 2009 Self-Study Report began in May 2006 when Dr. Laurence Bove, Provost and Vice-President for Academic Affairs, appointed Dr. David J. Baxter, then Professor of English, as the Self-Study Coordinator. In the preliminary stages of the process Drs. Bove and Baxter, along with Dr. Andrew Grant, Assistant Dean for Academic Affairs, functioned as the Executive Committee of the Self-Study. Beginning July 1, 2006, both Drs. Baxter and Grant, as part of the re-organization of the Office of Academic Affairs, received assignments as deans: Dr. Baxter as Dean of Instruction, and Dr. Grant as Dean for Academic Services. During the fall 2006 the Executive Committee held periodic strategic discussions regarding what should be the University's approach to conducting the Self-Study. The Executive Committee made a preliminary decision to conduct a thematic approach focusing on important University objectives. On January 17, 2007, Drs. Bove, Baxter and Grant attended a one-day workshop in Chicago coordinated by Ingrid Walker, Walsh University's then staff liaison with the Higher Learning Commission, who validated the acceptability of conducting such a Self-Study.

The Executive Committee used the time spent at the workshop to identify a central theme (Walsh University, A Catholic Learning Organization), and, tentatively, five major goals:

- To integrate the University Community.
- To articulate the University's Distinctiveness.
- To transmit the University's Legacy into the Future.
- To demonstrate Improved Learning.
- To meet the Higher Learning Commission's Five Criteria and 21 Core Components.

As described below, adjustments to this initial plan would occur right up through the final months of preparing the <u>Self-Study Report</u>. During the spring semester 2007 the Executive Committee appointed members of the faculty and professional staff to serve as chairs of sub-committees assigned to address each of the goals. The Executive Committee and the sub-committee chairs formed the Self-Study Steering Committee. The first meeting of the Steering Committee took place on February 23, 2007. The members included:

- Amy Malaska, Dean of Students: Community
- Dr. Penelope Bove, Professor of Sociology and Chair of the Division of Social and Behavioral Sciences: Distinctiveness
- Dr. Douglas Palmer, Assistant Professor of History, and Chair of the Division of Humanities: Legacy
- Lee Horrisberger, Professional Assistant Professor of Communication: Improved Learning
- Daniel Suvak, Associate Dean for Library Services: HLC Core Components

Discussion at this meeting resulted in restating the Self-Study theme to: Walsh University, A Catholic Learning Community: Past, Present and Future. In April 2007 all members of the Steering Committee attended the annual conference of the Higher Learning Commission in Chicago.

1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.



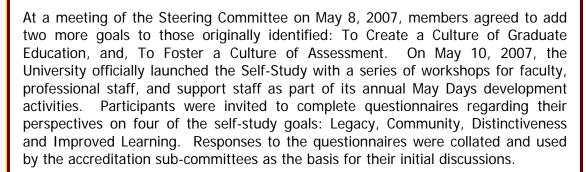
THE SELF STUDY PROCESS CONTINUED

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.



During the summer 2007 the Steering Committee met three times to discuss the implications of the responses to the questionnaires, and to fine tune the timeline for completing the Self-Study Report. At its August 17 meeting the Steering Committee planned its presentation to the campus community scheduled for August 23 as part of the annual Opening Day activities for faculty and staff. Two new members of the Steering Committee were introduced: Dr. Christopher Petrosino, Associate Professor of Physical Therapy and Coordinator of Graduate Studies, who would head the sub-committee on Creating a Culture of Graduate Education; and Dr. Mary Gunn, Director of Institutional Assessment, who would have throughout the accreditation process, until her resignation effective June 30, 2009, the responsibility of working with each of the sub-committees, Division Chairs, and Program Directors on devising effective assessment mechanisms and strategies. At its August 17 meeting the Steering Committee outlined its agenda August 23, which would consist of brief presentations by each of the sub-committee chairs. During the Self-Study process, in order to keep it as transparent as possible, formal reports to the University community would take place regarding the status of the process at the beginning and ending of each In addition, the Steering Committee strove to include broad academic year. representation from across the University in staffing each sub-committee. Membership on the various sub-committees remained relatively stable throughout the process, although, as described below, the Executive Committee would have to address significant leadership issues with two sub-committees. A list of final sub-committee members and chairs can be found on pages xiii and xiv of this report.

Beginning in the fall semester 2007 each sub-committee began regular meetings. Dr. David Baxter, Self-Study Coordinator, and Dr. Mary Gunn, Director of Assessment, attended as many sub-committee meetings as their schedules allowed, especially during the first year of the process. At a meeting on November 29, 2007, the Executive Committee reviewed and evaluated the progress of the sub-committees through the fall semester. As would be expected in an enterprise so complex and involving so many people, shifts in strategy and changes in direction were inevitable as each sub-committee came to understand its responsibility and to determine its methodology. Much discussion focused on the goals of the Sub-Committee on Integrating the Campus Community. The Executive Committee concluded that the title of the sub-committee was both too ambiguous and misleading in guiding the work of the sub-committee members. In order to sharpen the focus of the sub-committee, and to provide a better touchstone by which the progress of the sub-committee could be measured, the Executive Committee recommended changing the name of the sub-committee on "Integrating



THE SELF STUDY PROCESS CONTINUED

the Campus Community" to the sub-committee on "Enhancing Collaboration Across the University Community." The change achieved its intended purpose by providing the sub-committee with a clearer direction. Each sub-committee continued its regular meetings throughout the 2007-08 academic year. A detailed log of all the activities from the beginning to the conclusion of the Self-Study process is available in the resource room (RR) in a volume titled <u>Self-Study Narrative</u>. The work of each sub-committee, to include meeting minutes and documents produced, is available electronically in the Mindjet project management files for the Self-Study.

The next major challenge in the Self-Study process occurred on September 3, 2008, when the chair of the sub-committee on Demonstrating Improved Learning resigned. Dr. Carole Mount, Assistant Dean for Assessment and Accreditation in the School of Business, agreed to assume the duties of chair, and served in this capacity until the end of the Self-Study.

The accreditation sub-committees continued their work throughout the fall semester, 2008, with a deadline of January 16, 2009, for submission of first drafts of the <u>Self-Study Report</u> chapters. The content and organization of the chapters were vetted during a series of meetings between the Self-Study Coordinator and each sub-committee. Following the meetings, each chapter was revised, and, by April 24, 2009, was accessible to the entire University community in public folders through the University's e-mail system. During the first week of May 2009 each sub-committee made itself available in a conference room in the Barrette Business and Community Center to receive feedback from the University regarding points of fact and points of interpretation in the Self-Study chapters. Sub-committee chairs were given a deadline of June 8, 2009, to complete their revisions based upon the feedback each received at the public forums. As of June 8, 2009, the two years of effort by all the accreditation sub-committees except one were considered to have come to an end.

As he had done in April 2007 and 2008, in April 2009 Dr. David Baxter, the Self-Study Coordinator, this time accompanied by Richard Jusseaume, President of Walsh University, and Dr. Laurence Bove, Provost and Vice-President for Academic Affairs, attended the annual meeting of the Higher Learning Commission in Chicago and met with the school's liaison officer, Dr. Andrew Lootens-White.

In May 2009 as the <u>Self-Study Report</u> chapters were nearing completion, the Board of Directors for the first time was brought into the process. On May 1 to the Academic Affairs Committee of the Board, and on May 2 to the full Board, the Self-Study Coordinator gave a Power Point presentation reviewing the Self-Study process, and the role of the Higher Learning Commission. Board members were to receive final copies of the <u>Self-Study Report</u> at their October 2009 Board meeting. Working with the University's President, Richard Jusseaume, and its Provost, Dr. Laurence Bove, Board members would be available during the site-team visit on November 16-18, 2009.

Since each of the accreditation sub-committees had proceeded with its task independently of one another, the documents that resulted from the process contained significant repetition, varying degrees of specificity, and multiple

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.



THE SELF STUDY PROCESS CONTINUED

narrative voices. During the summer 2009 the Self-Study Coordinator, with the Criteria and Core Components Sub-Committee serving as an editorial board, worked to reorganize and tighten the document, to develop a more consistent narrative voice, and to cross-reference the content of the various sections of the report with the Higher Learning Commission's criteria and core components. By the end of the first week in June 2009 subcommittee chairs had submitted all of the penultimate drafts of their respective chapters except for the chapter on "Transmitting the University's Legacy into the Future." On June 30, 2009, because of the lack of progress on this chapter, and because some of what it was intended to cover was also addressed in the chapter on "Articulating the University's Distinctiveness," the Provost and Chief Academic Officer, and the Self-Study Coordinator (with the support of the President) decided to excise the Legacy Chapter from the Self-Study Report and to transfer pertinent sections of the little that had been produced to the chapter on "Articulating the University's Distinctiveness." As the contents of that chapter will show, the distinctiveness of Walsh University can be found in its commitment to the legacy of the Brothers of Christian Instruction and their faith-based mission, with a pervasive emphasis on providing service to others.

Dr. Cindy Staudt, Chair of the Division of Language and Letters, agreed to work with the Self-Study Coordinator in completing that important part of the report. The penultimate draft of the <u>Self-Study Report</u> was completed by the beginning of August 2009 and forwarded to three different groups for final review. The first group was the accreditation sub-committee headed by Daniel Suvak, Associate Dean for Library Services, which would both proofread the document and critique it for its coverage of the Higher Learning Commission's five criteria and 21 core components. The second group consisted of the President, Provost, and the Vice President for Student Affairs. The third group was comprised of members of the University's Board of Directors. Final edits were completed by late August 2009, and the final report was sent, along with the other required Self-Study documents, to each member of the evaluation team, and the Higher Learning Commission, by mid-September 2009 in accordance with the timeline in the Higher Learning Commission's Handbook of Accreditation.



ORGANIZATION OF THE SELF-STUDY REPORT

The Self-Study Report is organized to address the institution's goals established by the Accreditation Self-Study Task Force early in the process, to demonstrate how Walsh University has responded to the concerns of the North Central Association, emerging from its site-team visit in February 2000, and to show how Walsh is currently meeting the criteria and core components of the Higher Learning Commission for maintaining accredited status through the Program to Evaluate and Advance Quality (PEAQ). Correlations of narrative sections of the Self-Study Report with the Higher Learning Commission's criteria and core components are provided through marginal annotations within each chapter. Should one choose to navigate the Self-Study Report according to the accreditation criteria and core components, an index is provided on pages xi and xii to facilitate such an approach. A subject index at the beginning of the Self-Study Report provides ready reference to specific topics. Supporting documentation for chapter material is provided in a number of ways. These are indicated in the body of the text and include: 1.) links to web pages; 2.) references to items in the appendices to the report (AP# :); 3.) references to reports, studies, and statistical information available electronically and stored in the project management software supporting the Self-Study, (MindJet: MJ), and available on the computers in the resource room; and 4.) other printed reports, studies, and promotional material also located in the resource room (RR).

Key to Supplemental Resources:

(AP#__:) = Material contained in the *Appendices* to the <u>Self-Study Report</u>.

(MJ) = Material stored electronically in the *MindJet* Project Management software.

(RR) = Printed material available in the Self-Study *Resource Room*.



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The Higher Learning Commission [NCA]

North Central Association of Colleges and Schools

The Criteria for Accreditation

Effective January 1, 2005

As indicated with marginal notations in the sections of the <u>Self-Study Report</u> referenced below, Walsh University meets all the Core Components for each of the Criteria Statements established by the Higher Learning Commission to maintain accredited status through the Program to Evaluate and Advance Quality (PEAQ).

CRITERION ONE: MISSION AND INTEGRITY.

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1a. The organization's mission documents are clear and articulate publicly the 12, 27, 142, 144, 205 organization's commitments.

1b. In its mission documents, the organization recognizes the diversity of its 19, 30, 91, 108, 129, 131, 156 learners, other constituencies, and the greater society it serves.

1c.Understanding of and support for the mission pervade the organization.30, 52, 106, 107, 108, 111, 112, 113, 120, 121, 124, 139, 141, 143, 144, 167, 172, 174, 176, 177, 211,

225

1d. The organization's governance and administrative structures promote effective ii, 16, 22, 29, 54, 56, 75, 111, 112, leadership and support collaborative processes that enable the organization to 126, 174, 179, 182, 221

1e. The organization upholds and protects its integrity. 118, 145, 193

CRITERION TWO: PREPARING FOR THE FUTURE.

fulfill its mission.

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

2a. The organization realistically prepares for a future shaped by multiple societal 9, 14, 63, 74, 90, 111, 176, 178, and economic trends. 201, 212, 215, 217, 220

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future. 10, 11, 17, 21, 32, 37, 40, 43, 55, 88, 119, 123, 151, 176, 225

2c. The organization's ongoing evaluation and assessment processes provide i, 11, 15, 20, 23, 31, 41, 45, 51, 55, reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement. i, 11, 15, 20, 23, 31, 41, 45, 51, 55, 65, 81, 84, 85, 88, 96, 101, 169, 170, 178, 180, 209, 213, 222

2d. All levels of planning align with the organization's mission, thereby 23, 28, 109, 117, 130, 175, 184 enhancing its capacity to fulfill that mission.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

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

- **3a.** The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- **3b.** The organization values and supports effective teaching. 35, 40, 47, 50, 63, 81, 218
- 3c.The organization creates effective learning environments.12, 15, 36, 42, 57, 59, 66, 68, 71, 75,77, 79, 80, 82, 92, 132, 135, 139, 148,163, 187, 188, 192, 208, 214, 216
- 3d. The organization's learning resources support student learning and effective teaching. 35, 43, 44, 55, 61, 62, 64, 83, 86, 137, 187, 205

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

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.

- **4a.** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning. 216, 219
- **4b.** The organization demonstrates that acquisition of a breadth of knowledge 24, 27, 42, 55, 57, 71, 72, 139 and skills and the exercise of intellectual inquiry are integral to its
- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. 12, 16, 54, 56, 62, 63, 64, 70, 78, 90, 135, 148, 154, 157, 185
- **4d.** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

CRITERION FIVE: ENGAGEMENT AND SERVICE.

educational programs.

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
 iii, iv, 18, 47, 50, 59, 79, 126, 135, 136, 153, 159, 163, 164, 165, 182, 185, 196, 197, 220
- 5b.
 The organization has the capacity and the commitment to engage with its identified constituencies and communities.
 iii, iv, 21, 48, 49, 72, 74, 104, 121, 121, 121, 136, 150, 153, 155, 158, 159, 156, 187, 190, 197, 198, 199, 210
- 5c.The organization demonstrates its responsiveness to those
constituencies that depend on it for service.67, 104, 119, 125, 127, 133, 134,
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- 5d.Internal and external constituencies value the services the organization provides.15, 61, 73, 120, 125, 136, 148, 150, 153, 155, 159, 161, 163, 165, 166, 191, 195, 197, 200

Accreditation Self-Study Task Force

David J. Baxter - Task Force Chair

Self-Study Coordinator and Dean of Instruction Accreditation Executive Committee

Laurence Bove

Provost and Academic Vice President Accreditation Executive Committee

Penelope Bove

Chair, Division of Social and Behavioral Sciences: Professor, Sociology

Andrew Grant

Dean for Academic Services Accreditation Executive Committee

Mary Margaret Gunn

Director of Assessment (2007-09)

Amy Malaska

Dean of Students for Campus Life and Judicial Affairs

Carole Mount

Assistant Dean for Assessment Accreditation and Curriculum, Graduate and Undergraduate Business

Christopher Petrosino

Chair, Physical Therapy Division, Director of Graduate Studies; Associate Professor, Physical Therapy

Daniel Suvak

Associate Dean for Library Services

Collaboration Sub-Committee

Amy Malaska - Sub-Committee Chair

Dean of Students for Campus Life and Judicial Affairs

Bryan Bader

Director of Residence Life

Sherry Bossart

Athletic Business Coordinator; Head M/W Tennis Coach

Pamela Gurney

Assistant Professor, English

Tiffany Kinnard

Coordinator of Residential Administrative Services

Karen Pergola

SPS Program On-Site Director (North Canton)

Mark Rogers

Director of Communication Program, Associate Chair, Professor, Communication

Diane Thompson

Administrative Assistant, School of Business

Distinctiveness Sub-Committee

Penelope Bove - Sub-Committee Chair

Chair, Division of Social and Behavioral Sciences; Professor, Sociology

Robyn Brown

Director of International Programs and Services (2007-09)

Teresa Griffin

Director of Marketing

Michelle Lenarz

Associate Professor, Middle Childhood and Reading Education

Edna McCulloh

University Registrar and Director of Multicultural **Academic Services**

Cheryl Riegger-Krugh

Professor, Physical Therapy

Susan Wechter

Clinical Assistant Professor, Nursing

Patricia Crum

Office Manager, Physical Therapy

Graduate Culture Sub-Committee

Christopher Petrosino - Sub-Committee Chair

Chair, Physical Therapy Division, Director of Graduate Studies; Associate Professor, Physical Therapy

Linda Barclay

Professor and Program Director, Counseling and Human **Development Graduate Studies**

Marietta Daulton

Professor, Graduate Education

Judy Green

Associate Professor; Coordinator, School Counseling, Counseling and Human Development (1999-2009)

Gary Jacobs

Associate Professor, Intervention Specialist Education: Director of Graduate Education Studies

Linda Linc

Chair, Division of Nursing; Professor, Nursing

Carole Mount

Assistant Dean for Assessment Accreditation and Curriculum, Graduate and Undergraduate Business

Ann Ober

Assistant Professor, Counseling and Human Development

Improved Learning Sub-Committee

Carole Mount - Sub-Committee Chair

Assistant Dean for Assessment Accreditation and Curriculum, Graduate and Undergraduate Business

Jill Bair

Director of Program Development & Marketing, School for Professional Studies

Daniel Gravo

Director of Alumni Relations

Ronald Scott

Associate Professor, English.

Director of General Education (2008-09)

Rodney Smith

Assistant Professor, Graduate and Undergraduate Business

Ryan Sweet

Director of Academic Support Center

Peter Tandler

Assistant Professor, Chemistry

Jeannie Toth

Clinical Associate Professor, Nursing

Criteria and Core Components Sub-Committee

Daniel Suvak - Sub-Committee Chair

Associate Dean for Library Services

Nancy Blackford

Vice President for Academic Projects

Ann M. Caplea

Associate Professor, Physiology

Karen P. Hodge

Director of Grants and Prospect Research

Kathleen Buttermore

Director of Academic Achievement

Mary M. Gunn

Director of Assessment (2007-09)

Special Recognition

Special thanks go to **Dr. Cynthia Staudt**, Associate Professor of English, and Chair of the Division of Language and Letters, who had written her doctoral dissertation on <u>The Brothers of Christian Instruction at Walsh University: Catholic College Builders in a Non-Sectarian Era</u> (2000), for her significant contributions to the sections of the <u>Self-Study Report</u> dealing with the issues of the University's mission and the legacy of the founding order.

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But no one was more significant in finishing the <u>Self-Study Report</u> than **Debi Beadle**, secretary to the Self-Study Coordinator and Dean of Instruction. The nights and weekends she spent in the final months of editing and revising to accommodate the hundreds of last minute suggestions from a myriad of sources are a testament to her dedication, professionalism, and amazing stamina.

CHAPTER ONE Background

Brief History of Walsh University 1960-2009

The Brothers of Christian Instruction (F.I.C.) opened Walsh College in 1960 as an all-male institution in Canton, Ohio. Walsh was one of the last four Catholic colleges founded in the United States exclusively for males between 1955 and 1972. The Brothers' dream for the college began in 1955 when Br. Patrick Menard, Provincial Superior for the American Province of the Brothers of Christian Instruction, began plans to relocate the Brothers' La Mennais College, founded in 1951 at Provincial headquarters in Alfred, Maine. Br. Menard sought a greater mission than simply the preparation of F.I.C. Brothers and teaching Sisters from nearby religious orders. The new college he envisioned would be a general liberal arts institution with a variety of professional programs, as well as a college for teacher preparation. Br. Menard also hoped for a lay constituency larger than Alfred's rural Maine location could provide. After two years of looking for a suitable location, the Brothers accepted Bishop Emmet Walsh's invitation in December 1957 to relocate in the Midwest and made plans to move their campus to the Youngstown Diocese in Ohio. Both the Order and Bishop Walsh saw the partnership as a favorable opportunity to open the only Catholic college in the diocese while also training competent, Catholic personnel to help staff its growing diocesan schools. Br. Menard chose Br. Thomas Farrell to head the new college which opened in November of 1960 as a commuter institution in Plain Township, Stark County, on farm land purchased for \$100,000. Honoring the bishop, the Brothers named their new liberal arts school Walsh College. With a modest enrollment goal of 200 to 300 students within the first seven years, Walsh began with a first-year class of 67 men and added one class yearly thereafter, graduating its first class in spring of 1964. This incremental plan allowed the gradual transfer of teaching personnel, library holdings, and fiscal resources to the new institution without interrupting the preparation of student brothers and others already at La Mennais, which would close upon graduation of its last class in 1962.



Seated:

Br. Dacian J. Barrette
(Business Manager, Business & French)
Br. Thomas S. Farrell (President, English)
Br. Henry J. Vannasse (Theology)

Standing:

Br. Edmond Drouin (Librarian)
Br. Paul E. Masse (Registrar, History & Latin)

Br. Robert Francoeur
(Academic Dean, Philosophy & German)
Br. Alexis Guilbault (Mathematics)

From La Mennais the Brothers at Walsh College also brought the mission of the Brothers of Christian Instruction worldwide. Founded in Brittany in the wake of the French Revolution, the Order had imparted educational and spiritual development to ordinary citizenry first in Brittany and then around the globe for a century and a half,



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with an emphasis on providing opportunities for the poor and disenfranchised. The 1958 Articles of Incorporation for Walsh outlined similar duties. The Walsh College founders' goal was to provide professional and theological studies as well as to develop moral and social responsibility within a Christocentric context for both religious and members of the laity. At Walsh the Brothers sought, said Br. Thomas Farrell in his opening day speech to the College's first class, to prepare all students, but especially first generation college students with limited financial resources "to live and make a living" through a life of service to others according to Christian principles.

Seven full-time faculty/administrators, all members of the Order, welcomed the new students to a spare two-building campus. One contained all campus

operations; one housed its founder-faculty and the first-year scholastics who were part of Walsh's first-year class. Resources were limited. To open the school, the Brothers had assumed a \$500,000 loan to construct College Hall (now Farrell Hall) and accepted a \$300,000 gift from Bishop Walsh in order to build their residence, the current La Mennais Hall. For several years the seven founders received only small salaries and in kind support such as free housing, car, and medical and dental expenses. Individually



they received only an \$8.40 weekly allowance for food. Each taught four courses while handling all administration of the school and most of its grounds and building maintenance. They operated the school on a total annual budget of \$30,000 with the help of a single custodian and a part-time secretary. A close-knit group bound by a common mission and religious vocation, they also answered only to a board of their peers since all members of the College's Board of Trustees were members of the Order.

Nonetheless, two changes in the original vision for Walsh College came quickly. In 1966 the College became both residential and co-educational. In response to the school's admission of more students from outside the immediate Canton area, Walsh built a campus center and a dormitory with another to follow a year later. Within two years slightly more than half of the students enrolled were living in At the same time, to service the diocesan need for on-campus housing. state-certified elementary teachers with a sense of Catholic mission, Br. Farrell also persuaded the Board to allow the admission of women, although it would be 1968 before women actually were enrolled in other than afternoon and evening classes. With these substantive changes to the College, Walsh enrollment grew to 1,000 students by 1970, and the Brothers now could collect salaries, fifty percent of which they returned to the institution. With this progress founding President Farrell resigned to accept a diocesan position with Catholic Charities, and Br. Robert Francoeur, the youngest of the founding Brothers, became Walsh's second President.



During Br. Francoeur's tenure as President the campus continued to grow as the area community became more involved with the school, a circumstance that Br.

CHAPTER ONE CONTINUED

Francoeur encouraged. In an early address to Canton leaders he advocated that "college and community must intertwine for human growth and development in both areas." To this end the Brothers added the first lay members to Walsh's Board of Trustees in 1970. By 1972 the campus also had expanded from 50 to 120 acres, and seven buildings now served students instead of the original two. The faculty also had grown as had lay trustee representation. Thirty-seven full-time and 31 part-time faculty members joined the original seven Brothers, allowing Walsh to offer 25 majors within four academic programs. By 1976 the Order had relinquished majority control of the Board, although the by-laws stipulated that a Brother of Christian Instruction still must serve as chair and at least five Board members must come from the Order. The community also provided more fiscal resources to the school. By 1977, 1,266 alumni had started to provide continuing financial support and service to the annual fund drive. Walsh's first community capital campaign had raised one million dollars, and Br. Francoeur had solicited another \$1.4 million dollars from community donors in addition to that raised in the capital drive and annual operating campaigns.

Despite the greater involvement of the Canton community, however, the very mission on which the Brothers had built their college almost proved its undoing. Walsh's religious focus meant it did not benefit from public educational subsidies that kept tuition low at its state competitors, Kent State Stark and Stark Technical College. These schools' growth in the early 1970s drained Walsh's enrollment pool. By the spring of 1977 only 576 students remained. Further, the Order's social justice commitment to those with limited resources who came to Walsh represented 25% of its tuition-driven operating budget. By 1978 when Br. Robert Francoeur left the presidency, the College, said its financial auditors, stood at the brink of bankruptcy. Financial exigency indicated that the Brothers had two choices, abandon their mission and close Walsh or make further sacrifices for its maintenance.

The Brothers chose to honor their commitment to their Walsh mission. President Br. Francis Blouin affirmed in his inaugural address during these troubled times in 1978: "As authentic Christians, we should form centers of concern and commitment to others; provide a constructive criticism of mass values; become agents of positive change in the world and dare to affirm the beauty and goodness of creation, the transcendent dimension of human existence, the redemptive power of love." In answer to this challenge the Brothers gifted to the College, and then sold, 62 undeveloped campus acres upon which they originally had hoped to build a scholasticate and retreat center for the Order. They also agreed to return indefinitely at least 50% of their salaries to Walsh (some individual Brothers returned more) and, along with the Canadian branches of the Order, set up a \$355,000 scholarship trust. Finally, as a mark of their faith in the importance of the Walsh mission and the personnel who implemented it, the American Province of the Order loaned its entire pension fund to the College, without requiring any collateral, so that Walsh lay employees would continue to receive their salaries until such time as revenues improved.

As a result of this financial assistance and an administrative reorganization, Walsh did weather this financial crisis. During the next 14 years of recovery, the



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academic staff inaugurated five new programs, three of them in graduate studies. By 1992 the College offered 31 majors in addition to the three graduate programs, leading to six degrees. With the help of Walsh volunteers and friends, including a \$50,000 gift from the Brothers of Christian Instruction, the College built an eighth building, the Hannon Center for Education, and increased endowment for scholarships so that 95% percent of Walsh's students could receive, collectively, one million dollars annually in institutional financial aid without compromising the College's operating budget. Almost 20% of these students came from families with incomes below the poverty level. By 1992 when the Order gave up its direct control of Walsh and Br. Blouin retired from the presidency to return to pastoral ministry, the school had 38 administrators and 71 full-time faculty to serve approximately 1,700 students. Walsh's assets totaled slightly over \$15 million dollars, while it serviced under \$500,000 in debt.

Throughout these changes Walsh's mission as a Catholic liberal arts college dedicated to fostering the moral and social responsibility inherent in the Judeo-Christian tradition remained. The 1980s saw the creation of the Institute for Peace and Justice and the Institute for Jewish/Catholic Studies. In May 1983 the Brothers also redesigned their 50% service contribution to Walsh. Instead of giving all of their contribution to the College's general fund, one half of their annual gift now would fund endowed scholarships for mission enhancement with priority given to qualified applicants exhibiting the greatest financial need. In this way, the Brothers hoped to continue their original mission to prepare a "significant number of Walsh students for careers in the significant service of others" even after they no longer directly controlled college development. In President Blouin's farewell address to the 1992 graduates, he reminded them of this intent: "I hope that we will be able to distinguish you graduates more by your kindness and goodness than by your wealth; more by your care and concern than by the prestige that surrounds you; more by the services you provide than the power you exert." A 1992 survey indicated that of the 12 top area employers of Walsh alumni, seven were hospitals, schools, or social service agencies, as were more than half of businesses nationally employing four or more Walsh graduates.

Br. Francis Blouin would be the last F.I.C. President of Walsh University. For the first time the college mounted a presidential search, choosing Fr. Richard Mucowski, a Franciscan priest and former Executive Vice President at St. Bonaventure University. From the fall of 1992 until the fall of 1996, the fourth President, who saw himself as a change agent, created an off-site, undergraduate, accelerated degree program in business for non-traditional students, built a new residence hall and started a football program to attract more traditional-age male students. He also initiated plans for a graduate program in physical therapy, enlarged the Board of Trustees by 11 members, and moved Walsh from college to University status. Fr. Mucowski and his Board also secured a \$2.25 million loan for much-needed renovation to Walsh's physical plant.



However, the speed of change brought conflict with the internal community, even some fiscally conservative Board members, who felt bypassed and ignored in a

CHAPTER ONE CONTINUED

decision-making process that increasingly involved only the President and the Executive Committee of his Board. Concern deepened when 1995 and 1996 brought fiscal crises engendered by the addition of 30 support and administrative staff positions and other new program costs that threatened the University with a \$1.8 million deficit when expected enrollment did not materialize. Br. Francis Blouin, now Chairman of the Board of Trustees, appointed an *ad hoc* committee chaired by two widely respected Board members, one a former President of The University of Akron, to investigate. After interviews with 50 campus leaders and reviews of enrollment and financial data, the Board asked President Mucowski to resign in October 1996. The Board appointed Dr. Richard Niece as interim President, authorized a deficit budget for the first time in more than 14 years, and proposed a one-year salary freeze. To improve future communication with internal constituencies, the Trustees also invited faculty representation on their committees and allowed a faculty member to sit as a non-voting representative to the Board.

Another change followed when the Board appointed Walsh's first lay President in the summer of 1997. Dr. Kenneth Hamilton, an administrator with extensive experience in Jesuit higher education and a doctorate in economics, became Walsh's fifth President. Dr. Hamilton continued the Mucowski initiatives. However, he more prudently financed these changes through debt restructuring and cuts in administrative positions. By 1999 financial stability and enrollment had improved, and Walsh University now offered its 1,580 students seven degrees delivered through instruction by 165 full and part-time instructors. The University had begun its master's program in physical therapy, the school's fourth graduate program, and plans for a new campus center were underway as well as additions to the Science Center that would provide classrooms and labs for Walsh's growing nursing Most importantly, President Hamilton also initiated a community development campaign with a goal of \$22.5 million. By 2000 he had engaged the Board in the "guiet" initiative of the campaign, asking for major funds either from members' personal resources or through their solicitations of area foundations with which they were involved. On the strength of initial responses to this campaign, construction began on the David Campus Center and one new apartment-style The drive had the largest goal for a community capital campaign ever attempted by a single agency in Stark County. Its success would depend in part on the strength of the relationship that Walsh had built with the Stark County community over its 40 year history and test the degree to which the community believed in the mission first articulated by the Brothers of Christian Instruction in 1960, although now maintained by an independent Catholic University only under the Order's sponsorship.

Unfortunately a fatal heart attack ended President Hamilton's presidency in spring of 2001 before he could see the ultimate results of the capital drive he had begun. In his place as interim President the Board appointed Richard Jusseaume, a Walsh Trustee and retired CEO of Canton's Graphic Enterprises. However, President Jusseaume had an earlier and more intimate relationship with Walsh that would lead the Board to offer him the permanent position as its sixth President in 2002. A former Brother of Christian Instruction and Walsh graduate, as well as a two-time Dean of Students for the College under both Brothers Francoeur and Blouin,



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CHAPTER ONE CONTINUED

President Jusseaume had been a part of Walsh's history and mission almost from the school's inception. His understanding of and ability to articulate Walsh's ongoing vision enabled him not only to bring the ambitious capital campaign begun under Dr. Hamilton to fruition, but also to involve alumni, area legislators and corporate leaders in increasing partnerships to expand those reached through the University's mission. The dream begun on a bare 50-acre campus with two buildings, 67 young men, seven faculty/administrators from the Brothers of Christian Instruction, a custodian and a part-time secretary, now is realized through Walsh's mission to 2,800 students served by almost 300 faculty and staff spread among 19 buildings on a main campus. In addition to the main campus, Walsh operates four off-campus sites in Ohio for its School of Professional Studies (SPS); a Master of Arts in Education at the Kisubi University Centre in Uganda, an institution that former president Francis Blouin now heads; and global learning opportunities at the Brothers of Christian Instruction's Castel Gandolfo property outside of Rome, and at its Kisubi location.



Cherished and Lasting Memories



Past, Present, and Future

Accreditation History

CHAPTER ONE CONTINUED

ACCREDITATION HISTORY

Walsh College opened in November 1960. In 1965 the North Central Association of Colleges and Schools (NCA) granted Walsh pre-accreditation status. Walsh College was fully accredited by NCA after a site visit in 1970. The school conducted its second Self-Study in 1978-79, and NCA's site visit in March 10-12, 1980, resulted in continued accreditation for another ten years. Between 1980 and the college's next comprehensive review by NCA in February 1990, the institution added its first NCA conducted a focus visit in November 1980 on the graduate programs. college's plans to offer graduate programs. The first of such to be offered was the M.A. in Counselor Education, for which courses began in the fall 1981. In 1984 NCA approved a change in format for the Counselor Education Program to Counseling and Human Development, and it authorized the revised program to begin in fall 1985. In June 1988 the Ohio Board of Regents approved the college's request to begin an M.A. in Education program. NCA gave the program corridor approval until Walsh's next comprehensive review was completed in 1990, after which it granted full approval. At that time NCA stipulated that "additional degrees on the graduate level may be offered by Walsh College when they are specifically approved by the North Central Association." During NCA's 1990 comprehensive visit the college sought and received approval for an additional master's degree program, the M.A. in Management, which accepted its first students in January 1991. Since the program, however, did not achieve the name recognition of the better known and more highly prized M.B.A. degree, in August 2001 Walsh University (the change from college to University having occurred in January 1993) petitioned and received NCA approval to transition from the M.A. in Management to the M.B.A.

2a.The organization realistically prepares for a future shaped by multiple societal and economic trends.

The Ohio Board of Regents (OBR) approved Walsh's M.S. in Physical Therapy program in October 1997. NCA approval followed in October 1998. In 2006 OBR approved the University's request to replace the M.S. in Physical Therapy program with a program leading to the Professional Doctorate in Physical Therapy. In March 2007 NCA approved Walsh's DPT program and, later that year, approved a temporary transition program for currently enrolled master's degree students to complete the doctoral degree program. This "bridge" program was discontinued as of May 2009.

The most recent comprehensive visit to Walsh by NCA occurred in February 2000. As with the comprehensive visits in 1970, 1980, and 1990, Walsh University received reaccreditation for another ten years. In May 2004 OBR reviewed the University's plan to implement an M.A. in Theology program. The Higher Learning Commission notified the University in August 2004 that Walsh's "Statement of Affiliation Status" would be changed to include the M.A. in Theology. That same month the program began with 13 students enrolled in three courses.

TSH UNIVERSITY

In conjunction with the Higher Learning Commission's (HLC's) 2009 comprehensive site visit, the University is seeking approval of two additional graduate programs, the M.S. in Nursing, and the Professional Doctorate in Nursing Practice, both as online degree programs.

SIGNIFICANT CHANGES AT WALSH UNIVERSITY: 2000-01 THROUGH 2008-09

Walsh University has changed dramatically, both qualitatively and quantitatively, since the last North Central Association site visit in 2000. Some numbers will provide a good introduction into how significant these changes have been:

Enrollment (See Fact Book, 2009 [RR] for complete enrollment breakdowns):

In the fall of 2000 **full-time undergraduate enrollment** was 1007. In the fall of 2007 it had risen to 1,710. Full-time undergraduate enrollment for fall 2008 was 1,863. Since 2000 full-time undergraduate enrollment has risen 85%.

In the fall of 2000 **total enrollment** was 1,545. By the fall of 2007 it had risen to 2,546. Total enrollment for fall 2008 was 2,738. Since 2000 total enrollment has risen 77%.

In the fall 2000 **graduate enrollment** was 141. By the fall of 2007 it had risen to 400. Total graduate enrollment for fall 2008 was 447. Since 2000 graduate enrollment has increased 217%.

In the fall of 2000 enrollment in the **School for Professional Studies** (SPS) was 276. By the fall of 2007 it had risen to 359. SPS enrollment for fall 2008 was 386. Since 2000 SPS enrollment has increased 40%.

Physical Facilities:

The 1999-2000 University catalog referenced **nine** major buildings on a 100 acres campus. The 2009-2010 catalog references **19** major buildings on a 140 acre campus. When off-campus sites are included, the University is now comprised of 24 buildings with nearly 550,000 square feet under roof. In addition, a number of older building have undergone significant renovation since 2000: The Rannou Campus Center (now the Barrette Business and Community Center), the Science Center (now the Don and Ida Betzler Social and Behavioral Sciences Center), and the Physical Education Center, which was renamed the Gaetano M. Cecchini Family Health and Wellness Center in 2008 and which underwent extensive expansion in 2008-09.

In 2000 the University's accelerated degree program (then called the Intensive Degree Experience for Adult Learners, I.D.E.A.L.; now called the School for Professional Studies), offered courses at two off-campus locations (Arlington Road and Medina). For 2008-09, SPS offered courses at five locations (Arlington Road, Medina, Canfield, North Canton, and in the city of Canton at the Aultman College of Nursing). Degree programs through SPS were business and management in 2000; in 2008-09 they were business and nursing. SPS locations are also administering sites for the MBA and MAED programs.

Faculty:

In 2000 Walsh University had 65 full-time faculty. At the start of the 2008-09 academic year this had risen to 107. The numbers of adjunct faculty have risen proportionally.

2b.

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



Significant Changes

CHAPTER ONE CONTINUED

2b.

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

Finances:

In 2001-2002 the University budget was \$22.5 million. In 2008-09 it was over \$53.37 million. The University payroll has increased from \$8,895,000 in 2001 to \$17,200,000 in 2008-09. With fringe benefits, the 2008-09 the faculty/staff compensation package totaled \$22,500,000.

Brothers of Christian Instruction:

Many positive developments have taken place at Walsh University since 2000. But the era has been tinged with sadness as the presence of the founding order of the University, the Brothers of Christian Instruction, continued to be reduced on campus. Br. Charles St. James, long-time mentor and spiritual advisor to many students, succumbed to his long battle with Parkinson's disease in late 2006. In August 2007 Br. Robert Francoeur, President from 1970 to 1977 and the last founder resident on campus, died. Just one of the founding brothers, Br. Edmund Drouin in Alfred, Maine (after whom the library is named), remains alive. Br. Roland Vigeant, who had served the departments of English and Education in various capacities for over four decades, died in September 2008 after a long illness. On August 6, 2009, Br. Edward Harrison, age 91, passed away at the Brothers' residence in Alfred, Maine. Before retiring from Walsh in 1990, Br. Harrison taught French and Spanish for 23 years. With the gradual passing of the Brothers, the University faces the challenges of preserving the charism of the order as the University's leadership seeks ways to transmit the Brothers' legacy into the future.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Standards for Promotion and Tenure:

Another significant change at Walsh University since the latest accreditation site visit in 2000 has been in the standards for and the procedures by which faculty are evaluated for tenure and/or promotion. The <u>Faculty Handbook</u> (2002) took a significant step towards clarifying those standards and procedures, but by 2006 it was in need of revision, especially in the definition of and expectations regarding scholarship for the various categories of faculty that had evolved concurrent with the University's dramatic expansion: 1.) undergraduate tenure track faculty; 2.) undergraduate clinical/professional faculty, and 3.) graduate faculty. These changes are most fully articulated in the section of the chapter on "Demonstrating Improved Learning" that addresses scholarly teaching, and in the <u>Faculty Handbook</u> (2008).

Undergraduate Curriculum:

A complete report on the changes in the undergraduate curriculum since 2000 is contained in the chapter on "Demonstrating Improved Learning." An overview of the academic majors, minors, and degree programs that have been added, deleted, or revised since 2000 are described in the report, The Walsh University Curriculum 2000-2009 (AP#2). Since 2000 the University has significantly increased its emphasis on service learning, and has developed and expanded Global Learning opportunities for its students. Both programs are thoroughly



reviewed in the chapters of this <u>Self-Study Report</u>. Overall, evidence supports the conclusion that the faculty and administration of the University have been conscientious in continuously evaluating the undergraduate curriculum, and making changes that have enriched and diversified the faith-based, liberal arts and sciences goals of the curriculum while providing students paths of study that enhance their abilities to compete in a global market environment.

Graduate Curriculum:

A complete report on the changes in the graduate curriculum since 2000 is contained in the chapter on "Creating a Culture of Graduate Education." An overview of the graduate degree programs that have been added or revised since 2000 are also described in the report, The Walsh University Curriculum 2000-2009 (AP#2). In 2000 Walsh University offered the Master's degree in four programs: Counseling and Human Development, Management, Physical Therapy, and Education. In 2007 the MAED program began to be offered through the Kisubi Brothers University Centre in Uganda. The M.A. in Management was being phased out at the time of the last Self-Study and was replaced in 2001 by the current M.B.A. program. In 2004 the University added an M.A. in Theology program, and in 2007 it began offering the Clinical Doctorate in Physical Therapy. During the spring semester 2009 the Ohio Board of Regents conducted a site visit to evaluate proposals for programs leading to a Master of Science degree in Nursing and a Doctorate in Nursing Practice. The administration is also considering additional graduate programs in Sociology, and Educational Leadership. As graduate programs continue to be added, plans are to consolidate the planning and administration of all graduate programs within a graduate school.

A New Vision:

More difficult to document are the qualitative changes of which the quantifiable changes listed above are a reflection. The vision and aspirations of the University have also changed, and are perhaps best captured in the phrase, oft heard from campus leadership, "Catholic University of Distinction," a phrase first adopted in 2005 and now part of the University's "Statement of Vision" in the current strategic plan, and a goal towards which the faculty, staff, and administration of the institution have been encouraged to set their sights. Since becoming President in 2001 Richard Jusseaume has repeatedly nurtured this vision in his State of the <u>University Addresses</u> delivered every August before the start of the new academic In 2002 he articulated to the University community the challenge of vear. becoming "a beacon of Catholic higher education in Northeastern, Ohio." In 2004 he spoke of transforming Walsh into "a center for Catholic education with flagship programs, a dynamic curriculum, definable marks of excellence, and quality that perpetuates the Brothers' legacy and the recognition that comes from this distinction." In 2005 he encouraged faculty and staff to think of themselves as "good people on the road to greatness," by embarking "on a journey to define 'Catholic' on our campus, within the parameters of the Catholic intellectual tradition, social thought, and the church magesterium. We are going to read [about our Catholic identity], study it, and discuss it together. Then we are going to decide what it means to have 'distinction' and what indicators will be used to

3c.

The organization creates effective learning environments.

4c

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

1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.



Significant Changes

CHAPTER ONE CONTINUED

decide when we have arrived." His 2006 address carried this vision forward in its title, "Excellence with a Soul," and emerged again in 2007 with his emphasis on "the value of dreaming, aspiring and asking questions that encourage debate, create growth, and lead to further questions and analysis. Each department and division within the University must ask itself similar questions, prioritize those inquiries, and begin answering them. It is the path to greatness."



In his 2008 address President Jusseaume admonished against the mindset that good and even very good are good enough. "We want to call ourselves a Catholic University of distinction," he counseled. "Great idea. *Let's go for it.* But let's make sure the fact that we are Catholic is not our only distinction."

Of course, increased enrollments, expanded academic programming, and more buildings in and of themselves do not confer distinction. One of the main purposes of adopting a thematic approach to the current <u>Self-Study Report</u> was to take the measure, across the multiple dimensions of any complex organization, of how far along the road to greatness and distinction the University has come.



Status of the Expressed Concerns of the North Central Association Reaccreditation Site-Team Report 2000

Many of the initiatives touched upon in this section of the <u>Self-Study Report</u> are treated elsewhere in more detail, sometimes in the body of the document, sometimes in appendices to it. Cross-references have been added to facilitate tracking applicable documentation or other relevant sections of the <u>Self-Study Report</u>.

Concern #1: While there is excitement and momentum in seeing the campus master-plan and new construction, the emphasis on bricks and mortar is viewed by some to be at the expense of core needs of the academic programs and support of the faculty (e.g., technology, salaries, faculty development, and academic programs). An academic master-plan should have equal priority.

Each edition of the Walsh University undergraduate catalog contains a map of the main campus and an index to its various buildings. A comparison of the map in the 2000-2001 catalog with that in the 2009-10 catalog provides a quick and graphic illustration of the fact that new construction has accelerated significantly since the 2000 NCA reaccreditation site-team visit. The 2000-2001 University catalog referenced nine major buildings on a 100 acres campus. The 2009-10 catalog references 19 major buildings on a 140 acre campus. When off-campus sites are included, the University is now comprised of 24 buildings with nearly 550,000 square feet under roof.

Since 2000 the campus has witnessed the completion of the David Campus Center, four new residence halls (Marie & Ervin Wilkof Towers, Olivieri Family Towers, Stein Hall, and Betzler Tower), two new science buildings (Aultman Health Foundation Health Sciences Center, and the Timken Natural Sciences Center), and Our Lady of Perpetual Help Chapel. Three older buildings have been extensively remodeled: The former Rannou Campus Center was converted in 2004 to the Barrette Business and Community Center. Also between 2003 and 2007 the University purchased three homes contiguous to the campus. One is a priest and clergy house, one houses the Director of Campus Ministry, and one houses the Director of Residence Life. Named after one of the founding brothers of Walsh University, the building now houses the School of Business, and also serves the community as a location that can be rented for conferences, workshops, training seminars, and retreats. The former Science Center is now the Don & Ida Betzler Social and Behavioral Sciences Center which was completed in spring 2009 as space to house an expanded Community Counseling Center. This state of the art counseling clinic was planned with the dual purpose to provide both educational benefits to students and quality counseling services to those members of the greater Stark County community who are low-income and uninsured. The former Physical Education Center, renamed in 2008 the Gaetano M. Cecchini Family Health and Wellness Complex, now provides students, faculty, and staff access to the Mercy Health and Wellness Center (2006). Further renovation to the Cecchini Complex occurred in 2008-09 to expand facilities for physical education and athletic training, and provide a location to develop public clinics in nursing and physical therapy. Located on the North Quad of the campus are the Hoover Historical Center and Hoover Park.

2a.The organization realistically prepares for a future shaped by multiple societal and economic trends.



Concern No. 1

CHAPTER ONE CONTINUED

The North Quad also houses new facilities for football, soccer, tennis, baseball, and track. Parking areas throughout the campus have been expanded to accommodate significant increases in main campus enrollment that has grown to nearly 2,800 students over the past nine years. Future plans for the physical plant are described in the Campus Master Plan, the most immediate of which will be the Learning Commons to be built just west of and attached to the Br. Edmund Drouin Library. A multi-purpose building, the Commons will also contain classroom and office space for the Division of Education, and expanded room for the operations of Information Systems. It will also be the first "green" building on campus.

5d. Internal and external constituencies value the services the organization provides.

Indicative of the extensive community and alumni support from which the University benefits, all academic buildings built or renovated since 2000 were financed with private donations through a capital campaign begun in 1999 and completed in October 2004. The original goal for the campaign was \$22.5 million. The campaign eventually raised \$23.4 million. At the time Walsh University's capital campaign was the largest ever conducted in Stark County. Current University debt is \$34 million, \$4 million of which will be paid off in fall 2009. Of the remaining \$30 million, \$18 million is carried on the residence halls, and the remainder on projects from as early as 1995.

3c. The organization creates effective learning environments.

Thus, while there has been continued emphasis on "bricks and mortar," most of the growth has been in response to dramatically increased enrollments (fall 2000 total head count of 1,545 versus fall 2008 total head count of 2,738), to support the expansion of established academic programs and the creation of new ones to meet the demands of more students, to keep the curriculum up to date, and to house significantly expanded technological infrastructure, including computer labs, a language lab, a nursing lab, and a bioinformatics lab created to enhance the ability of science students to apply computer power to the analysis of biological data. A significant thrust to improve the availability of instructional technology on the main campus and at the School for Professional Studies (formerly IDEAL) began in 2002-03. Now all classrooms include an instructor's computer with internal and internet access, a VHS & DVD player with projection onto a large ceiling-mounted screen and remote control of all of the above from anywhere in the classroom. The campus now houses 17 computer labs with over 300 computers for students.

2c.The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous

improvement.

Regarding "bricks and mortar," the challenge of the University since 2000 has been to provide the physical infrastructure to support increased enrollments and expanded academic programming. In 2007 the University contracted with Comprehensive Facilities Planning, Inc. of Columbus, Ohio, to conduct a comprehensive space utilization study of the campus. The study (MJ: Statistical Data and Survey Reports, "Space Utilization Report") showed that the University had a tight but not unmanageable space situation, and that through a combination of increasing the number of the classrooms, increasing the utilization of existing classrooms, increasing the section size, and reducing the demand on classrooms with more non-traditional instruction such as on-line and internet instruction, the University could maintain its instructional effectiveness. With another record enrollment in 2008-09, with the additional influx of students from the Aultman College of Nursing, with the hiring of more than 20 new faculty and staff in Academic Affairs, and with additional growth in academic programming likely, especially at the graduate level, the challenge of creating classroom, office, and

especially laboratory space to support academic programming is ongoing, but one of which the University is well aware.

A complete overview of the academic programs that have been added and/or revised since the 2000 site visit, while the physical facilities of the main and branch campuses have expanded, is contained in the report The Walsh University Curriculum 2000-2009 (AP#2). This Self-Study Report documents that since 2000 rather than "bricks and mortar" issues having been addressed at the expense of academic programming, an expanded curriculum, increased enrollments, a growing faculty, and new construction have all occurred in a dynamic and synergistic relationship indicative of a thriving University.

Changes in Administration Affecting Academics

Not to be overlooked in the University's rededication of resources to academics since the last accreditation site visit has been the reorganization of the Office of Academic Affairs that began in 2007, and the dramatic increase in the number of full-time faculty positions (from 66 in 2000-2001 to 107 in 2008-09). Just as the physical infrastructure has had to expand significantly to support increased enrollments and new academic programs, so has it been necessary to expand the human infrastructure supporting academics. In the spring 2000 Dr. Hamilton created three assistant Deanships, one for the Library, one for the School of Professional Studies and one for Academic Affairs. This change was meant to ease the growing burden on the Vice President for Academic Affairs and Dean of the College. Each Assistant Dean was given supervisory duties in the areas identified by their respective titles. The Assistant Dean of Academic Affairs was given expanded duties in 2002 and promoted to Dean for Academic Services with the reorganization of Academic Affairs in 2007. In 2000-2001 three secretaries, one for graduate studies and two for undergraduate studies, served a faculty of 66; in 2008 -09 eight secretaries meet the needs of a full-time faculty that had grown to 107. Also added has been a full-time administrative assistant reporting to the Dean of Instruction and the Dean for Academic Services. The responsibilities of this secretarial position also include supporting the General Education Program, the Honors Program, and the Service Learning Program. In 2006 Dr. David J. Baxter, Professor of English, assumed half-time responsibilities as Self-Study Coordinator, and Chair of the Committee on Faculty Retention, Tenure, and Promotion. In 2007 this half-time position morphed into the full-time job of Dean of Instruction. Division Chairs and Program Directors (collectively referred to as Academic Leadership) that previously reported directly to the Vice President for Academic Affairs now report to the Dean of Instruction. Also in 2007 Dr. Christopher Petrosino was hired to fill the newly created position of Coordinator of Graduate Studies, and Dr. Mary Gunn to fill the also newly created position of Director of Assessment. 2008 saw further expansion of academic administration. Dr. Ronald Scott, Associate Professor of English, was appointed to the quarter-time position of Director of General Education. The Division of Business and Economics became the School of Business, headed by a dean, Dr. Ronald Fountain. The University's Global Learning Program was more fully absorbed into the orbit of Academic Affairs with the hiring of Mr. Ryan Ozar as Director of Global Learning (DGL). As part of the reorganization to administer the Global Learning Program, in spring 2009 Dr. Douglas Palmer, Chair of the Humanities Division, was assigned responsibility for

4c.

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

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.



Concerns Nos. 1 & 2

CHAPTER ONE CONTINUED

the academic quality of the program. The Director of Global Learning now reports directly to Dr. Palmer and is responsible for all aspects of University sponsored foreign study. Positions added for the 2008-09 academic year which support academics included a Director of Laboratory Services and a Director of Nursing Laboratories. Even with the above changes, whether the current human infrastructure of Academic Affairs is sufficient to meet the University's goals in the future is one the academic leadership of the institutions will continue to monitor, especially since the institution's core expenses per FTE for instruction and academic support remain well behind the median of the school's IPEDs peer group (MJ: Statistical Data and Survey Reports, "IPEDS Data").

Concern #2: The indoor athletic facilities have substantial limitations affecting the quality of the athletic programs, the progress towards greater gender equality (e.g., locker room space) and the recruitment of student athletes. Resolution of these limitations is not apparent in the present campus master plan (except in the improvements to the swimming pool and bleachers).

Since the NCA Accreditation Site Visit in 2000 the University's athletic facilities have been completely renovated and expanded. These improvements have greatly enhanced the University's facilities supporting both intercollegiate and intramural sports, and have fulfilled the goals for athletics set forth in Goal 4 of the Walsh University Strategic Plan, 2007-10. Consequently, Concern #2 has been for the most part addressed. The renovations of the Physical Education Center through the summer of 2009 have included:

- Women's Basketball Locker Room.
- Women's Volleyball Locker Room, which can be used for visiting teams as well.
- Women's "In Season" Shared Locker Room, which can also be used for visiting teams.
- Football Locker Room.
- Men's Basketball Locker Room.
- Men's "In Season" Shared Locker Room.
- Weight Room with nine Olympic Free Weight Lifting Stations.
- Health and Wellness Center with a variety of Aerobic Machines.
- Teaching Room.
- State of the Art Athletic Training Facility complete with a "Swim X" machine for low impact rehabilitation.
- The "Cavalier Lounge," an upscale meeting and film room suitable for entertaining and/or signing recruits after their visits to the University.

In May 2008 the University broke ground on a new Campus Sports Center, which now includes an addition of 30,000 square feet onto the west end of the current Health and Wellness Complex. The facility, which was completed in the summer 2009, houses two hardwood competition floors suited to either basketball of volleyball, a walking/jogging track, four hitting cages for baseball and softball, classrooms, offices, locker rooms, and storage areas.

2b.

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



Just as dramatic has been the expansion of the University's outdoor athletic fields on the north side of the campus across Maple St. Completed in the summer 2007 these include a six court tennis facility, eight-lane accelerator surface track, and an all-purpose, artificial turf, practice field, and an additional soccer field. Athletic facilities that the University might someday wish to add are described in the Campus Master Plan.

Intercollegiate athletics is an important part of the educational experience of a significant number of both male and female students. In fall 2008 the roster of students participating in intercollegiate sports was 424. Of these, 252 were male; 172 were female. Men participate in intercollegiate basketball, football, baseball, soccer, tennis, cross-country, golf, and track. Men's lacrosse began competing in 2009. Women participate in intercollegiate basketball, cheerleading, soccer, tennis, volleyball, softball, cross-country track, and golf. A loss for women's sports was the cessation of synchronized swimming, the University's only NCAA sport, in 2007. Many more students, both male and female, participate in a wide variety of intramural programs. Complete statistics regarding the gender composition of and financial expenditures on the University's athletic programs can be accessed in the yearly report the institution submits for the Department of Education's Equity in Athletics Data Analysis: (http://ope.ed.gov/athletics/Index.aspx).

Concern #3: While the teaching load is equivalent, some faculty teaching in graduate programs are on twelve month contracts, and expected to be available to fulfill professional responsibilities when meeting that contractual agreement, while faculty teaching undergraduate courses are on 9 month contracts. Salary levels are not affected by this differential in contracted length; with the consequence that faculty may be reluctant to teach in graduate programs.

The response Walsh University supplied to this concern from 2000-2001 is still valid. With the exception of the Doctorate in Physical Therapy Program, all other faculty teaching in the graduate programs at Walsh University still receive nine-month contracts. Depending upon the programmatic needs of a particular graduate program, nine-month contracts are not necessarily fulfilled in the traditional September to May academic year, but can be spread throughout a May to May academic year. The current arrangement with graduate contracts at Walsh University has not resulted in any reluctance of faculty to teach in those programs, nor has it hindered the hiring of new faculty. The University is currently phasing in graduate faculty status for faculty teaching full time in a graduate program, and is designating contract time for scholarship in order to meet both the University's scholarship expectations (See document, [RR] "Graduate Faculty and Scholarship," in the Faculty Handbook, 2008), and the scholarship expectations of external accrediting bodies of the graduate programs. A full discussion of the future of graduate education at Walsh University, and the contractual distinctions between graduate faculty and undergraduate faculty, is contained in this Self-Study Report in the chapter, "Creating a Culture of Graduate Education."

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

4a.

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



Concerns Nos. 4 & 5

CHAPTER ONE CONTINUED

Concern #4: The University must pursue vigorous programs to diversify the campus community

The accomplishments of the University in the area of diversity since 2000 fall broadly into four categories: 1.) diversity as reflected in the demographics of students, faculty, and staff; 2.) diversity as addressed by the University's curricular and extra-curricular offerings; 3.) diversity as addressed through community outreach programs; and 4.) diversity as a factor in structuring academic support services. Walsh University, in its "Statement of Identity," has committed itself to promoting "a diverse community." A full discussion of Walsh's efforts since 2000 in the area of diversity is contained in this Self-Study Report in the chapter on "Articulating the University's Distinctiveness." This discussion will show that, in accordance with its mission and the goals of its strategic planning, since 2000 Walsh University has vigorously pursued programs, both curricular and extracurricular, to engage its students with the diversity of human populations and the specific issues each faces. These efforts, however, have not resulted in any significant changes in the demographic profile of students attending Walsh. While the recruitment of minority students to the University has been and remains a challenge, the percentage of minorities at Walsh is proportionate to the demographics of Stark County. On the positive side the number of international students has climbed from 11 in 2001 to 37 in 2008. The University has also achieved some success in increasing minority representation in the composition of its faculty and staff. A major effort in the area of diversity has been the collaboration with the Kisubi Brothers University Centre in Uganda where Walsh now offers the Master of Arts in Education (MAED) to prepare secondary school administrators for the country (RR: Kisubi Brothers University Centre, MAED Essential Information, 2009-10). At the undergraduate level, the University's close connection with the Brothers of Christian Instruction in Africa has supported both Global Learning and Service Learning initiatives in that country.

Concern #5: While the team is aware of the salary study to be undertaken, its review of the faculty salary data provided raises concerns that must be addressed immediately about the level and equity of faculty salaries.

Goal Three of Walsh University's <u>Strategic Plan, 2007-10</u> (AP#1) affirms the institution's intent to "attract and cultivate excellent faculty through hiring and retention practices that reflect competitive wages, support professional growth, and integrate the campus community." Point A under Goal Three emphasizes the intent of the University to "develop a campus climate that includes competitive compensation, superior professional development opportunities, and seamless integration into the Walsh community to attract and retain excellent faculty." As of the final draft of this <u>Self-Study Report</u> (September 2009), however, the measures of what constitute "competitive compensation" have yet to be articulated. In its judgment about the level of faculty salaries in 2000, the NCA report of that year noted that compared to institutions in the same Carnegie classification as Walsh University, Walsh's faculty salaries were "low in all categories." The salary study cited in the 2000 site-team's "Concern #5," and completed by the Charles Lee Group in 2002, confirmed that Walsh faculty salaries were in the aggregate 43%

1b.In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.



percent below market value. The market as defined by the Charles Lee study was a fifty mile radius of Walsh University plus use of CUPA-HR salary survey data and confidential data from three unnamed colleges similar to Walsh. In its cohort group of Ohio colleges and universities from 2000-2001, the Chronicle of Higher Education ranked Walsh University 24th out of 33 schools at the rank of Assistant Professor, 28th out of 34 schools at the rank of Associate Professor, and 25th out of 30 schools at the rank of Full-Professor. Using data supplied by the firm of John Minter Associates, Inc., the University conducted a salary data comparison (AP#23) for the years 2007-08 and 2008-09 relative to four different cohorts: 1.) Ohio Private Four-Year, Carnegie Classification, Master's Colleges and Universities, Small Programs; 2.) Ohio Private Selective/More Selective Four-Year Colleges and Universities; 3.) Ohio Catholic Four-Year Colleges and Universities. The study documents that in each of these cohorts the salaries of Walsh University faculty are the lowest or nearly the lowest.

Since 2000-01 Walsh University faculty salaries have increased as follows: 2001-2002, 3.8% across the board increase; 2002-2003, 2% across the board increase and equity adjustments made to bring several faculty to 85% of the market average; 2003-2004, 2% increase plus lump sum amounts of \$225 or \$85 for health insurance premium contribution increases, and 13 equity adjustments ranging from \$500 to \$1,500; 2004-2005, a \$1,000 increase to all faculty salaries plus a 2.5% increase, resulting in an average faculty salary increase of 4.87%; 2005-2006, across the board increase of 2.5%; 2006-2007, 3% increase for all faculty plus \$1,000, resulting in an average faculty salary increase of 4.91%; 2007-2008, a 4% across the board increase; and for 2008-09, a 3% across the board increase. These numbers do reflect additional salary adjustments for promotion. In spite of these increases, using essentially the same cohort of Ohio colleges and universities as in its 2000-01 compilations, the 2007-08 Chronicle of Higher Education report had Walsh ranked 24th out of 30 schools at the rank of Assistant Professor, 27th out of 29 schools at the rank of Associate Professor, and 28th out 30 schools at the rank of Full-Professor. Not reflected, however, in these statistical comparisons are the supplemental contracts that Division Chairs, Associate Chairs, and Program Directors with faculty rank receive for carrying out their administrative While there are many factors by which salary levels can be responsibilities. judged, it is clear, nevertheless, that by traditional statistical and reporting measures, Walsh University faculty salaries still remain low. Also, the observation by the 2000 NCA site-team that "most of the faculty regularly teaches overloads, due in part to low salaries," remains somewhat valid. During the spring semester 2008, 40 full-time faculty (out of 96) taught 50 overload sections on the main campus. During the fall semester 2008, 39 full-time faculty (out of 107) taught 47 overload sections on the main campus. For spring 2009 the numbers were 50 full-time faculty teaching 64 overload sections. Additional faculty teach overloads off-campus at the School for Professional Studies (SPS) and during the summer.

In spite of the statistics cited above, any evaluation of the faculty salary situation at Walsh University since 2000 should also consider the following: Despite adverse economic conditions there have been no layoffs, no terminations for financial reasons, no cuts in benefits, no cuts in tuition remission for faculty children, no cuts

2c.
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



Concerns Nos. 5 & 6

CHAPTER ONE CONTINUED

in 401(K) institutional contributions, and no wage adjustments downward for any employee. In the fall of 2009 bonuses will be paid to all full-time employees. This was all possible because salaries are modest.

The concern expressed in the North Central Association Site-Team Report of 2000 about the equity of faculty salaries focused primarily on the inequity of salaries for Physical Therapy faculty, even at the Assistant Professor level, relative to other faculty. In its report the site-team noted that "the fact that the salaries of all assistant professors in Physical Therapy, with or without the terminal degree, exceed the highest paid salaries for full professors presents an equity issue for other faculty." Only one faculty member remains from the Division of Physical Therapy of 2000. The contracts of Physical Therapy faculty hired since then have been negotiated with the equity concerns of 2000 in mind. The current status of this concern is that it has been resolved. The salaries of Physical Therapy faculty, all of whom are on 11 month contracts, when evaluated relative to a nine month standard, are no longer disproportionate to the salaries of other faculty with the same rank.

The University is still committed to in Goal 3 of the Walsh University Strategic Plan, 2007-10 (AP#1) to: "Attract and cultivate excellent faculty through hiring and retention practices that reflect competitive wages, support professional growth, and integrate the campus community." The University's current salary structure has not negatively impacted the significant increases in full-time faculty hires since 2005. As the total number of both full-time and adjunct faculty have increased, so has the cost of raising salaries for a greater number. Since 2000 the University has also dramatically increased funding for professional growth, through the Faculty Development Fund, through the Faculty Scholar Program, through sabbatical opportunities, and through contracted release time for faculty in some graduate programs. The "Improved Learning" chapter of this Self-Study Report thoroughly reviews the institution's efforts in supporting scholarship and development The economic recession that the United States opportunities for faculty. experienced beginning in the fall 2008 has also created an ambiguous financial environment in which committing to a series of across the board salary increases to raise the University's salary position relative to its cohort comparison group is difficult. Nevertheless, the issue of faculty salaries will need to be one Walsh University addresses more systematically in its next cycle of strategic planning.

Concern #6: The team observed a need for opening lines of communication between and among University constituents....faculty, administration, staff and students....to support collegial governance and decision making and to reduce the amount of miscommunication which the team perceived as occurring.

Walsh University is a much larger institution than it was nine years ago. The significant growth in enrollment that Walsh has experienced since the 2000 reaccreditation site-team visit, the increases in faculty and staff, and the expansion of the school's physical facilities to meet the demands of more students, have all added to the challenges of keeping lines of communication on campus open, and maintaining a governance structure that is both collegial and collaborative. In recognition of this, the Self-Study Steering Committee established as one of the

2b.

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

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities. goals of the current reaccreditation process "Enhancing Collaboration across the University Community," and formed a sub-committee to pursue this goal. A chapter in this <u>Self-Study Report</u> describes the work of this sub-committee, and the connection of that work to the Higher Learning Commission's five criteria and 21 core components, and serves as the institution's full response to Concern #6 from 2000.

Concern #7: The planning process has recently been simplified to a oneyear planning cycle linked to the budgeting process. The first year of implementation has just been completed, but there was no evidence that the results were used in the budgeting process. There is a concern that the short term planning cycle does not provide adequate planning and evaluation of progress toward achieving the critical success factors (e.g., although the two-year technology plan developed by Information Services was achieved in one year, there is no current plan in place that articulates future plans for infrastructure, hardware, software, and services along with projected costs). The recent addition of an administrative position that incorporates Institutional Research, Planning and Policy is positive. Steps should be taken to expand the planning cycle to a three to five year time frame. Attention should also be given to the concern among faculty that they were not included in planning efforts that they perceived as critical to the teaching/learning process.

Since the time of the North Central Association's site-team visit in 2000, long-range planning at Walsh University has proceeded in three phases. During the first phase, 2000-2002, the foundation of the University's strategic planning efforts was the "Five Critical Success Factors" formulated during the administration of President Kenneth Hamilton. The observation by the site-team that the planning cycle needed to be expanded and tied more closely with the budgeting process was addressed by President Hamilton with the establishment of a three-year planning cycle covering 2000-2002 that emphasized linking the planning process to the budget (MJ: Strategic Planning 2001-2010, "Model Planning Three Year Planning Cycle for Walsh University"). This document, however, did not address the siteteam's concern regarding the role of faculty in the process to assure that teaching and learning were given appropriate consideration. Following closely upon the heels of the 2000 NCA site visit and directives, the University Planning Council (UPC), which formerly was responsible for long-range planning, was reorganized as the Planning, Assessment, and Review Committee (PARC), with two additional faculty members and students as members. PARC continues in 2009 as the institution's main planning group (RR: "PARC By-laws"). At the same time the administrative position of Director of Institutional Research and Planning, the creation of which the site-team cited in 2000 as "positive," was eliminated. This has resulted in the decentralization of institutional data gathering and processing. In the fall 2002 President Richard Jusseaume, through PARC, launched the school on a comprehensive planning process that not only continued the implementation of the "Five Critical Success Factors," but incorporated a process more representative and inclusive of the University community. In this process 138 full-time faculty and staff (out of 200) submitted personal planners. They and

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.



Concerns Nos. 7 & 8

CHAPTER ONE CONTINUED

others participated on 37 teams, led by facilitators from PARC, in formulating plans for their own departments and other units (MJ: Strategic Planning 2001-2010, "Unit Reports"). By the early 2003 PARC had integrated all of this material in identifying eight strategic goals for the school. Just as the "Five Critical Success Factors" had guided the 2000-2002 strategic planning phase, the strategic planning goals articulated in February 2003 served as the basis of the 2002-2005 planning phase. Regular assessment of this planning period occurred in August 2003, January 2005, May 2005, and December 2005. The document "Summary Report on Strategic Planning, 2002-2005" (MJ: Strategic Planning 2001-2010), provides an overview of this period of the planning process.

2d.All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Walsh University's current strategic plan (AP#1: Strategic Plan, 2007-2010), began to emerge during the spring semester 2006 when PARC consulted focus groups representative of the major constituencies on campus. In addition to the focus group interviews conducted by PARC in April 2006, President Jusseaume constituted nine special task forces (MJ: Strategic Planning 2001-2010), "Focus Group Unit Reports 2006"), each with a specific set of guestions to be addressed regarding the following issues: Honors Program, Latino Initiative, International Studies, New Faculty Mentoring, Adjunct Faculty Mentoring, Campus Speakers' Policy, Alternative Contracts, Integrating the Campus Community, and Post-Tenure Review. Out of these efforts PARC, in May 2007, established the seven strategic planning goals currently guiding campus initiatives. The Strategic Plan, 2007-2010 continues to be sensitive to the need for long-range planning, planning conducted in consideration of realistic budget projections, and planning that involves the multiple constituencies that comprise the University community. The strategic planning process beyond 2010 has already begun with this Self-Study Report in the selection of its theme (Walsh University: A Catholic Learning Community), and its identified institutional goals (See "Preface" to the Self-Study Report). A full compilation of all documents relating to strategic planning from 2001 to 2009 are available in the MindJet Map titled Strategic Planning 2001-2010.

Concern #8: Although there has been considerable work on the development of the core curriculum and faculty have developed a number of "cluster courses" and individual courses are being assessed, there is no articulation of the student learning outcome goals across the core. For example, the core curriculum requirements are outlined in the college catalog in terms of courses required, but there is nothing in the catalog that articulates the purpose of the core or what students would gain from taking the core (educational objectives). In the absence of the development of specific learning outcomes that are anticipated as a result of completion of the core, it is impossible to evaluate its effectiveness as an integrated experience. The proposed core "capstone" experience needs to have resource support to become a reality. These issues require immediate attention from the faculty and support of the administration.



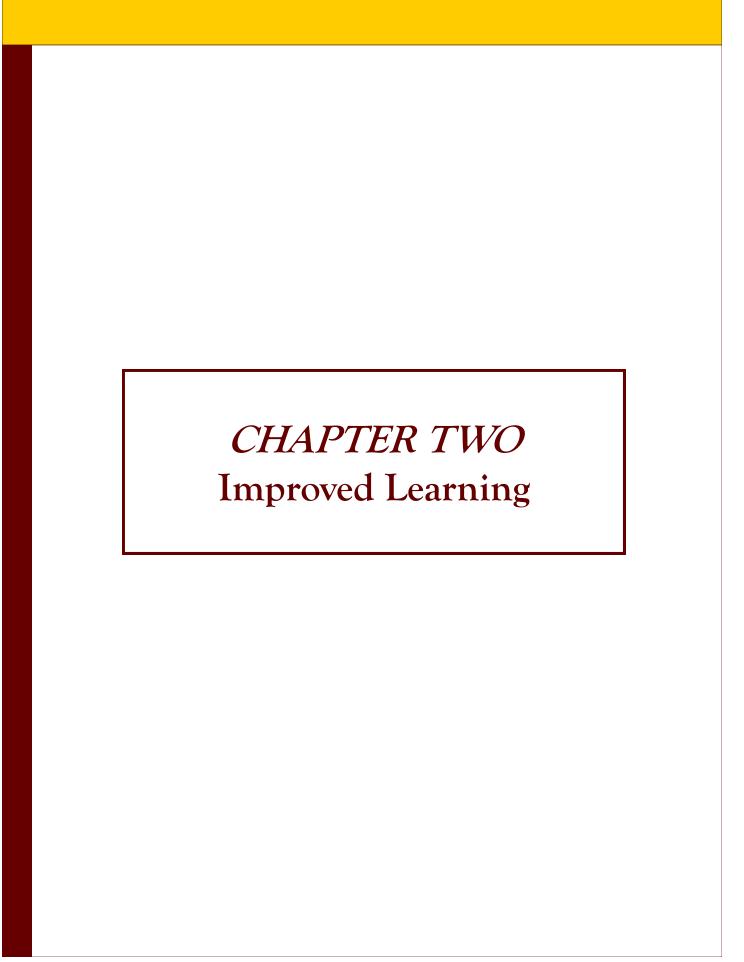
As the accreditation history of Walsh College/University shows, the school has struggled with creating an integrated and assessable core curriculum for many That struggle continued as the institution prepared for its 2009 decades. accreditation visit. The core curriculum revision mentioned in the University's Responding to the Expressed Concerns of the North Central Association Reaccreditation Site-Team Report, 2000 (RR) was short-lived, and the "cluster course" system that it was meant to replace still lingers as a few students who matriculated under the cluster system complete their requirements. When in December 2000 the members of Academic Assembly rescinded their approval of a year previously of a core curriculum framework calling for a series of intensive (writing and diversity) and applied (technology and ethics) courses to replace the "cluster" system, the University was left with a core curriculum with little faculty support, but with little agreement on how to proceed. After the defeat of its core curriculum proposal in December 2000 the Instruction and Academic Policies Committee (IAP) removed itself from core curriculum development. In January 2001 Academic Assembly approved the creation of a new task force to revisit the whole core curriculum issue. The General Education requirements currently in the Walsh University <u>Undergraduate Catalog 2009-2010</u>, implemented for the first time for the 2005 freshman class, are the result of the work performed by the General Education Requirements Task Force (GERTF). GERTF functioned as a task force through the summer 2007. A complete overview of its efforts is available in the document General Education Requirements Task Force (GERTF) Final Report, 2005 (RR).

The core curriculum/General Education requirements proposed by GERTF and approved by Academic Assembly in March 2003 addressed a number of the concerns raised in the accreditation site-team's report of 2000. It operates under a clearly articulated "Philosophy of General Education," (AP#5). It identifies goals and learning outcomes of General Education (AP#5). And, through its establishment of college level proficiencies for foreign/second language, writing and mathematics, through its diversity and service learning requirements, and through its identification of Tier I courses and Tier II courses (Four Heritage Series courses meant to be taken sequentially), the current General Education requirements have the potential of being more vertically integrated than ever before. Heritage series courses, furthermore, also have the potential of being more horizontally linked through the repeated use of the Vatican publication, Gaudium et Spes (1965), the text of which thoroughly describes the role of the Catholic Church in the modern world. A complete review of the University's General Education program, its successes and its considerable remaining challenges, occurs in this Self-Study Report in the chapter on "Demonstrating Improved Learning." For the reasons presented there, General Education still remains a work in progress.

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.





Demonstrating Improved Learning

INTRODUCTION

In <u>The Learning Paradigm College</u> (2003) John Tagg draws sharp distinctions between two general approaches to higher education pedagogy. The traditional model, called "the instructional paradigm," has dominated post-secondary education in most American colleges and universities throughout the 20th century, and has operated according to a "conception of teaching as the transmission of information from teachers to students." Within this instructional paradigm, assessments of effective teaching have been mostly concerned with what the teacher does (good syllabi, use of technology, organized lectures, fair tests and grading practices, etc.). Throughout its history, Walsh College and University has addressed curricular issues primarily within an instructional paradigm, with the focus remaining heavily on subject matter requirements. In contrast to the "instructional paradigm," Tagg argues persuasively for, and thoroughly documents the effectiveness of, a contrasting paradigm, one in which "the key is to think first in terms of student learning, and then re-engineer the way academic work gets done from this perspective." Tagg labels this conceptual framework "the learning In identifying as one of the goals of the present self-study "to demonstrate improved learning," the University has re-embraced the challenge of moving the institution from one in which the instructional paradigm has prevailed to one in which the learning paradigm becomes the dominant pedagogy students experience in the majority of their classes. The challenges in doing so are considerable, will take many years to resolve, and will require the collaboration of both faculty and the administration in bringing it about. Initiatives emerging during the current Self-Study process suggest that a significant number of both faculty and administration are committed to taking up these challenges. University's professional programs, in answering to various external accrediting and licensure requirements, have already successfully done so.

In The Learning Paradigm College John Tagg also cautions, "Before we can define with any clarity how the Learning Paradigm college will be different from existing colleges, we must ask who the learners will be and how we propose that they learn. It is the essential task of the Learning Paradigm college to change people's knowledge, skills, attitudes and behaviors, to make them different from what they were, because learning is always changing." In the approach to demonstrating the improved learning that Walsh University is pursuing, learners are not just the students who enroll in courses; faculty and staff must also approach their work as learners. Hence, faculty and staff development must be an important component of any plan to improve learning. For faculty, ongoing learning must include subject -matter expertise and expertise in the activity with which they are mostly engaged, and by which they are mostly evaluated in the faculty evaluation process towards tenure and/or promotion; i.e., teaching excellence. Excellence should rest on the best practices that have emerged from the growing body of scholarship on teaching and learning. As Derek Bok has pointed out in his examination of the current state of higher education, Our Underachieving Colleges (Princeton UP, 2006), this is much easier said than done. New programs and courses proliferate, but pedagogy remains unchanged. He cites neglect of pedagogy as one of the main reasons there remains a significant gap between what students learn and what teachers



CHAPTER TWO CONTINUED

teach. Neglect of pedagogy, he argues, "is convenient for faculties. It allows them to argue over what every educated person ought to know while avoiding the touchier question of how to teach one's courses, a topic most professors would prefer to keep to themselves, beyond the collective scrutiny of their colleagues." Craig E. Nelson of Indiana University made the same point during his May Days Faculty Development Workshop at Walsh in 2008 titled, Alternatives to Blaming Students. Citing the current research on undergraduate education in America, he showed how it is a dysfunctional illusion that traditional methods of instruction provide proven ways of effectively teaching content to students.

The importance of and benefits from creating a learner-centered curriculum are not new ideas within the research or scholarship on teaching and learning, nor within the academic planning at Walsh University. To the 2000 document, Responding to the Expressed Concerns of the North Central Association Reaccreditation Site-Team Report (RR), Peter L. French, then Interim Vice-President for Academic Affairs, attached the academic and strategic enrollment management plan titled, The Walsh Reality Excellence, Integrity, and Service in a Learner-Centered Environment. With the frequent and significant changes that took place in University leadership between 2000 and 2002, the The Walsh Reality never successfully moved from the visionary to the operational phase. After Richard Jusseaume became the president of Walsh University upon the sudden and unexpected death of Kenneth Hamilton in June 2001, the importance of teaching excellence and what it constitutes became a consistent theme of his State-of-the-University addresses (RR: State of the University Addresses, 2001-09) delivered every August before the start of each new academic year. It was perhaps most succinctly stated in his address of August 21, 2003, when he said:

"Excellence in teaching must be a constant. Education is and will become more interactive, not individual but group-driven. The place and activities of the classroom professor will become more varied and more dynamic in relation to the learning and socialization of the traditional student. This means different things to different faculty. What it means to all is integrating teaching and learning, using community and campus resources, creating field experiences, multiplying internships and opportunities for service learning, and in general making the student the main performer in the learning process. What happens in the classroom is the test of the academic value of a Walsh Education."

While academics were emphasized in four of the eight goals of the 2002-2005 Strategic Plan, the focus remained on the delivery and content of curriculum, educational facilities, administrative oversight, and new academic programming (MJ: Strategic Planning Efforts 2000-10, "Summary Report on Strategic Planning, 2002-2005"). The curriculum change that would have the broadest impact on faculty and students during this period was the revision of the University's General Education Program. While the new General Education Program restructured the core curriculum into Tier I and Tier II experiences, established proficiency levels in math, writing, and foreign languages, required courses engaging students in service learning and issues of diversity, and identified student learning outcomes, there remain the challenges of effectively assessing whether students are learning

1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.

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.

what the program intends, and of persuading faculty to entertain and implement pedagogies, grounded in the current scholarship of teaching and learning, that will clearly demonstrate improved learning on the part of Walsh students. As will be described below, the current Self-Study process has taken steps to begin implementing effective assessment and to engage faculty in the scholarship of teaching and learning.

In the cycle of strategic planning conducted in 2006, the Planning, Assessment and Review Committee (PARC) identified "Innovate the Curriculum and its Delivery" as one of seven themes for the plan (MJ: Strategic Planning Efforts 2001-10, "Themes for the 2010 Strategic Plan"). This theme emerged from a series of focus groups PARC conducted with faculty and staff through the spring 2006 semester. In spite of the title of the theme, the emphasis on how to innovate the curriculum and its delivery remained quantitative rather than qualitative: more instructional technology, new majors and programs, and new modes of delivery of the curriculum. The University had not yet moved to systematically identifying learning outcomes for all of its academic and non-academic units, and assessment remained piecemeal, most effective in programs answering to external accrediting, licensure, or certification standards, less so or non-existent in non-accredited programs. In Walsh University's current Strategic Plan (AP#1) Goal 2 addresses most fully the University's endeavor to "demonstrate improved learning":

"Support faculty as they engage students at all levels through innovative instructional strategies, new technologies, and a continued commitment to academic excellence and integrity."

While there remains a high emphasis on technology throughout the operational plans for achieving Goal 2, the strategic plan also speaks to the need to "improve and document learning outcomes through formal and comprehensive assessment," and cites the need to "re-invigorate the teaching/learning process" and "to increase student engagement in learning, both in and out of the classroom." The University adopted as its theme for the present self-study, **Walsh University: A Catholic Learning Community**, and has laid at the feet of the accreditation sub-committee on "Demonstrating Improved Learning" the task of evaluating where the University currently stands with regard to these goals, and for recommending needed initiatives to achieve them in the future.

This chapter is organized into three distinct but related sections connected by the theme of Improved Learning: Past, Present and Future. In 2003 President Jusseaume stated "Excellence in teaching must be a constant." Improving learning requires that teachers must be committed, engaged, continuous learners. Excellent teaching is central to the success of the teaching/learning process. The first section of this chapter, **Faculty**, reviews the efforts of the University to hire qualified faculty, mentor them, and support their efforts to improve both their teaching and their scholarship.

The second section, **Learning Environments**, presents and evaluates the initiatives intended to achieve the learner-centered ideal envisioned in 2000, including curricula and their modes of delivery, programs supporting learners as

2d.
All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.



CHAPTER TWO CONTINUED

they progress through the curricula, distinctive academic environments, and other non-academic environments that support and develop the learner. The section concludes with the challenges facing the University for sustaining and enhancing these various environments.

The third section, **Assessment**, addresses how the University is determining whether its academic and extra-curricular learning environments achieve the student learning outcomes the faculty and professional staff have articulated across the University community, and whether the University effectively uses available data for continuous improvement of the teaching/learning process. This section discusses the past struggles the University has encountered in developing a culture of assessment, the current progress of assessment planning and implementation, and the challenges for the future.

SECTION I: FACULTY

WALSH UNIVERSITY FACULTY PROFILE: 2000-01 AND 2008-09:

Highest Degree of Full-time Teaching Faculty						
	2000	-2001	200	08-2009		hange 00-2009
Highest Degree of Full-time Faculty	#	%	#	%	#	%
Ph.D.	44	67.7%	79	72.9%	35	79.5%
Masters	21	32.3%	28	27.1%	7	33.3%
Total	65	100.0%	107	100.0%	42	64.6%

The faculty profile tables above reveal that the University added 42 faculty members between 2000-2009. The category with the largest increase, 79%, occurred in faculty holding Ph.D. degrees, a testimony to the commitment to cultivate excellent faculty. During that period, hiring practices supported gender diversity with female faculty members increasing by 24 versus an increase in 18 new male faculty members, and other diversity with non-Caucasian faculty increasing from three (one female and two males) to a total of eight (two females and six males).

FACULTY RECRUITMENT

Goal 3 of the current strategic plan affirms the institution's commitment to "attract and cultivate excellent faculty." Goal 8 of the 2002-2005 strategic plan (MJ: Strategic Planning Efforts 2001-10, "Summary Report on Strategic Planning, 2002-2005") described Walsh's intent to "pursue diversity in the makeup of the staff, faculty and student body as well as the curriculum." Current University faculty recruitment practices reflect both these goals. Hiring practices for full-time faculty are clearly stated the Faculty Handbook (2008). Early in each fall semester the Provost addresses unit heads and charges them with preparing and defending a request for positions. The Provost compiles and prioritizes the various faculty position requests and, in collaboration with the President, identifies those positions that will best advance overall University goals and, hence, be funded, pending

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

available financial resources, in the following academic year. When a faculty position has been identified, "a search committee is established by the Chief Academic Officer and the appropriate division chair."

National searches commence with ads placed in the <u>Chronicle of Higher Education</u> and other sources appropriate to the academic discipline, including <u>HighEd-Jobs.com</u>, <u>HigherEdJobs.com</u> <u>Affirmative Action List Serve</u>, and the <u>Hispanic Outlook in Higher Education</u>. In 2008 the University implemented an efficient, electronic online application system supporting and facilitating the application process. The centralized system is user friendly for both applicants and divisions engaged in the national search process. A search committee screens candidates and invites qualified ones to a campus visit that includes a teaching demonstration and interviews with the search committee, the Provost, the President, faculty in the division, and other appropriate University representatives. The search committee recommends two candidates to the Provost who then makes a recommendation to the President. The Provost, who determines salary and rank, extends an offer. These procedures apply to both tenure and professional track appointments, are established policy in the University today, and are consistent with best practices in higher education.

FACULTY ORIENTATION

Currently, orientation for new faculty is provided by Human Resources and the Dean of Instruction. The <u>Faculty Handbook</u> (2008) describes a Mentoring Program for New Faculty that is "designed to assist new members of the University's faculty as they integrate into the campus community and to provide an opportunity for them to benefit from the experiences of a senior colleague."

In 2003 Human Resources began a new employee orientation program for new faculty and staff. This program differed from the Academic Affairs, faculty-run mentoring program. The Human Resources program is designed to inform new faculty/staff of the history of Walsh as well as the different opportunities available on campus. This program is not mandatory but is highly encouraged by most departments. At an opening meeting every August before the start of the fall term, key administrative personnel and others provide new faculty brief overviews on different aspects of Walsh, to include: Walsh University values and vision, the legacy of the Brothers of Christian Instruction, and information pertinent to faculty regarding student affairs, University advancement, campus ministry, employee wellness and other offices. In addition specific offices regularly invite new faculty and staff to many other events held throughout the year. These include football and basketball games, a History of Walsh presentation, the programming by Campus Ministry, Walsh cultural series events, presentations from Enrollment Management, and an opportunity to participate in the recently created Faculty Learning Communities program.

1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

1c.

Understanding of and support for the mission pervade the organization.

CHAPTER TWO CONTINUED

From 2000 through 2006 new faculty orientation conducted by the Office of Academic Affairs consisted of formal mentoring as described in the Faculty Handbook (2002) (RR). With that program, a faculty mentor from among the senior, tenured faculty was assigned by the Chief Academic Officer to each new full time or part-time faculty member during their first year at Walsh. Mentors were selected by the Office of the Chief Academic Officer in consultation with the chair of each division in which the new faculty member resided. To promote cross-disciplinary conversation and interaction, faculty who served as mentors came from a division or discipline that was different from that of the faculty member being mentored. Faculty mentors were expected to meet regularly, about once per month, to answer any questions about policy or procedures, to discuss teaching matters, to provide encouragement and advice about individual scholarly and professional development, and to assist new faculty. However, the frequency of meetings was not formally recorded. In 2006 the administration determined that the program was not fulfilling its purpose and discontinued it.

Beginning with the 2007-08 academic year, the Dean of Instruction (a new position created at that time), serving as Chair of the Committee on Faculty Retention, Tenure and Promotion, has provided orientation and mentoring for new faculty regarding policies and procedures related to faculty evaluation for decisions about renewal/non-renewal of contracts, and the tenure and/or promotion process. The Dean of Instruction aids new faculty in preparing their first-year portfolios and assists division chairs in clarifying their responsibilities in the first-year evaluation process. All new teaching faculty with rank, regardless of previous teaching experience, are required to assemble a first-year faculty portfolio. During the spring semester, the Dean of Instruction, and/or designated evaluator, reviews the portfolios of every new faculty member and submits, prior to March 1, a written report to the Chief Academic Officer regarding their performance in the areas of teaching, scholarship and service. These reports play a significant role in decisions about the renewal or non-renewal of contracts for new faculty.

Although not currently stated in the standard job description for division chairpersons, division chairs customarily are active in the orientation of their new faculty to divisional or school expectations for instruction and instructional materials, to curriculum development and other matters surrounding teaching and to divisional responsibilities. Division secretaries also play an unofficial but important role in orienting new faculty to the "nuts and bolts" of the day-to-day operations of the division and the University.

The University recognizes that effective orientation and mentoring programs must be in place to retain new faculty. A new faculty member should have the benefit of a complete and thorough orientation and mentoring program. Orientation by Human Resources, based on the principles established in 2003, should be evaluated and improved annually. Mentoring provided by the Dean of Instruction is essential for introducing and preparing new faculty for participation in the annual review, tenure and promotion processes and should continue. New faculty, however, need the holistic mentoring described in the Faculty Handbook (2008) to orient them to the University's culture and expectations, processes and procedures, and to integrate them into the broader campus community. The 2006 report of the

2c.
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



President's Task Force on Mentoring New Faculty should be periodically reviewed and updated (MJ: <u>Strategic Planning Efforts 2001-10</u>, "President's Task Force Reports, 2006").

FACULTY DEVELOPMENT and SCHOLARSHIP

The narrative that follows addresses the programs and resources in place since 2000 to realize Goal 2 of Walsh University's <u>Strategic Plan 2007-10</u>: "Support faculty as they engage students at all levels through innovative instructional strategies, new technologies, and a continued commitment to academic excellence and integrity."

Faculty Development Fund

Since 2000 the Faculty Development Fund has served as a primary support vehicle for encouraging faculty development activities. The Fund, administered by a fund facilitator who is appointed by the Faculty Affairs Committee (with oversight by the Chief Academic Officer), reimburses expenses incurred by "teaching faculty attendance and presentation of scholarly papers at regional and national meetings of academic or professional associations" (Faculty Handbook, 2008).

Specifically, faculty are entitled to reimbursement of expenses within established limits for:

 attendance and/or participation at conventions, meetings, or workshops pertinent to their professional academic development; and expenses incurred during scholarly research on specific projects related to the preparation of material for publication or presentation at academic conferences and for curricular development.

Table 1 presents statistics describing faculty development fund allocations as they occurred in 2000 compared to present allocations. Faculty eligible for faculty development fund reimbursement increased by 48% over the 2000-2008 period. With a 103% increase in the budget allocation to the fund over the same period, the per capita allocation increased from \$454 to \$625, accompanied by a 125% increase in the maximum allowable reimbursement.

TABLE 1 FACULTY DEVELOPMENT FUND STATISTICS 2000 2009 % Change				
65	107	65%		
\$454	\$670.70	48%		
\$500	\$1,250	150%		
	2000 \$29,500 65 \$454	ZO00 Z009 \$29,500 \$71,765 65 107 \$454 \$670.70		

4a.

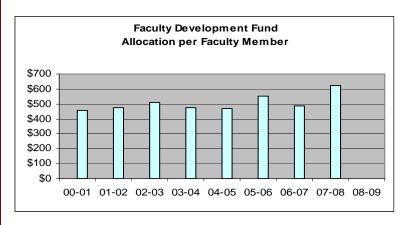
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

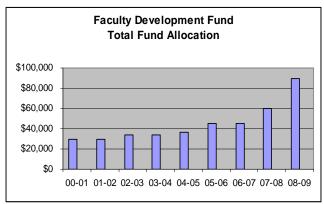
2h.

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



CHAPTER TWO CONTINUED





The trend in "Total Fund Allocation" above shows a steady increase in the per capita allocation, but the trend in the "Allocation per Faculty Member" is variable, reflecting the increase in faculty in some periods that outstripped the increase in allocation to the fund. Overall during 2000-2008 the number of eligible faculty increased by almost 50% and the budgeted allocation to the fund more than doubled, an indication of the University's commitment to developing, growing, and supporting faculty in their pursuit of scholarship.

In 2008 the Faculty Development Fund reimbursed 62 requests for developmental and scholarly activities: 31 requests from faculty participating in conferences as presenters or panelists; 25 from faculty attending conferences; and six from faculty attending conferences as officers of professional associations. Collectively, the fund reimbursed 78% of the expenses requested by faculty. For 2009 the fund is budgeted at \$90,000, an increase in 50% from 2008 with the maximum allowable reimbursement increasing to \$1,250, an 11% increase.

Historically, not all faculty attend and/or present papers or other artifacts at conferences or other venues for sharing scholarly activities. With the commitment to scholarship and the enhanced expectation of faculty engagement in scholarly activities, the percentage of eligible faculty seeking reimbursements is expected to increase significantly. Current funding is not sufficient to reimburse all eligible faculty at the maximum permitted, nor is it sufficient to fund faculty requests at 100% of their incurred expenses. In 2008 the fund reimbursed 78% of requested reimbursements.



The challenge for the future will be to budget the Faculty Development Fund at a level sufficient to support the level of scholarly activity required. Most scholarly activities in the past focused on "what is taught." A shift in the paradigm to the Scholarship of Teaching and Learning (SoTL) or "how to teach," will provide an impetus for faculty to engage in both types of scholarship, requiring additional support from the fund. In the future the Faculty Affairs Committee, as facilitators of the fund, may be called upon to review polices and guidelines in order to align financial support provided by the fund more closely with recently-adopted definitions of scholarship. In addition, with the emphasis on the scholarship of teaching and learning and the University's move towards defining graduate faculty status, there will be a further delineation of scholarly expectations for faculty awarded that status.

In 2007 and 2008 faculty were asked to complete the Higher Education Research Institute (HERI) survey in order to collect data on the current status of teaching and learning from a faculty perspective (MJ: Statistical Data & Survey Reports, "Faculty Surveys"). Fifty-five of the 96 full-time faculty with rank who received the survey responded. The HERI survey results provide a view on the current teaching philosophy and practices among the Walsh faculty. All faculty members who responded believe that effective teaching is essential in their role as faculty at Walsh University. The majority of faculty time each week was devoted to either scheduled teaching or preparation for teaching. However, 60% of the faculty members surveyed had not participated in a teaching enhancement workshop. There is a need for the continuation of recent University efforts to support faculty development in the Scholarship of Teaching and Learning.

The intent of the Faculty Development Fund (FDF) is to support faculty in their individual scholarly activities. The FDF does not fund faculty development in support of University initiatives. Some examples might include conferences targeting innovative use of instructional technology, developing faculty to participate in study abroad experiences, and attendance at conferences that focus on broad pedagogical issues affecting teaching and learning, rather than discipline-specific conferences, as has been the custom. To align faculty development with strategic University initiatives, support similar to the Faculty Development Fund must be forthcoming.

Faculty and the Scholarship of Teaching and Learning (SoTL)

Faculty at Walsh University have always striven to be excellent teachers. Faculty, however, generally assumed that expertise in an academic discipline played the most important role in teaching excellence. In 2000 the Scholarship of Teaching and Learning was just being recognized nationwide. Instruction at Walsh University was, and for the most part still is, being delivered in lecture format with the student as a passive recipient of knowledge. Mentoring of new faculty focused on what to teach, but not how to teach. New faculty orientation focused primarily on the Walsh environment itself and not on the Scholarship of Teaching and Learning, and no program existed that directly addressed faculty introduction to SoTL.



CHAPTER TWO CONTINUED

The importance of teaching excellence, however, was addressed in August 2003 by Walsh President Richard Jusseaume when he gave the State-of-the-University address to the University community. The views expressed in the address that the student is "the main performer in the learning experience" and "the place and activities of the classroom professor will become more varied and more dynamic," support the principle of the student-oriented learning paradigm contained within the Scholarship of Teaching and Learning. However, at that time no program was developed that directly addressed faculty introduction to the Scholarship of Teaching and Learning.

As the subcommittee on Demonstrating Improved Learning began to define improved learning, the topic of the Scholarship of Teaching and Learning was thoroughly discussed and reviewed. The first task of the subcommittee in this area was to begin a process to introduce and promote SoTL to the entire faculty. In an initial effort to engage faculty in the SoTL, in the fall 2007 the subcommittee conducted a Faculty Forum to discuss an article by Parker J. Palmer (1997) entitled, "Teaching & Learning in Community," during which participants discussed the pedagogical distinctions between teacher-centered and student-centered models based on active learning.

In an effort to become more knowledgeable about the facets of SoTL, three sub-committee members attended the Lilly-East Conference on College and University Teaching at the University of Delaware in April 2008. The conference, <u>Learning by Design</u>, provided interactive workshop sessions, discussions and feature presentations, with opportunities for informal discussion about excellence in college and University teaching and learning.

At the annual faculty development workshop held May 2008, the Dean of Instruction, in an effort to continue promoting SoTL, invited Dr. Craig Nelson (University of Indiana), a noted expert in the area of SoTL, to be the keynote presenter. Dr. Nelson's workshop, titled <u>Alternatives to Blaming Students</u>, discussed how it is a dysfunctional illusion that traditional methods of instruction provide proven ways to teach content to students effectively.

Development of a campus-wide initiative to provide faculty interaction with the Scholarship of Teaching and Learning moved forward during the summer 2008 when the Dean of Instruction and three members of the Walsh faculty attended the four-day Faculty Learning Communities Developers' Institute at the Claremont Graduate University in California. The workshop was directed towards designing, implementing and leading faculty learning communities on campus and enhancing the teaching-learning culture on campus. These faculty members became the first facilitators of the inaugural Faculty Learning Communities Program that was implemented in September 2008. During its first year the program was comprised of three faculty learning communities: "Active Learning in General Education Courses," "The Catholic Intellectual Tradition and the Curriculum," and "Matching Classroom Practice with Current Brain Research." Each of the faculty learning communities served to promote the Scholarship of Teaching and Learning, and brought together over thirty members of the faculty and professional staff in a structured, year-long process of scholarly inquiry into an education issue with the

3b.The organization values and supports effective teaching.

3d.The organization's learning resources support student learning and effective teaching.



expressed purpose of enhancing teaching and learning (AP#3: <u>Faculty Learning Communities Program, 2008-09</u>). Under the direction of Dr. Ronald Scott, Associate Professor of English, faculty engaged in the community on techniques of active learning have continued their inquiry and discussion with the formation of an active learning web site: (http://active-learning-at-walsh.pbworks.com/).

Given the success of the first Faculty Learning Communities, the Office of Academic Affairs has funded the program for 2009-10. In August 2009 all members of the faculty and professional staff received invitations to participate in one of three new communities: "Dialogue in a Catholic Community"; "Service Learning/Faculty Learning"; and "The Generation Gap: Is Technology the Bridge?" (AP#3: Faculty Learning Communities Program, 2009-10).

In fall 2008 funds were cobbled together from different budgets to send three more faculty to the Annual Lilly Conference at Miami University (Ohio). For the 2009-10 fiscal year, funding has been earmarked in the budget of the Dean of Instruction to send three more faculty members to this conference in November 2009.

SoTL at SPS

The School for Professional Studies (SPS) is a learning environment/program within Walsh University's School of Business and Division of Nursing. A key resource in Walsh University's commitment to life-long learning, the SPS provides an innovative, alternative process in college level education for the motivated, non-traditional adult learner. Stressing active learning in an accelerated and academically stimulating format, the faculty, students, and staff become partners in learning. In addition to providing adult learners with an exceptional learning experience, SPS faculty and staff pay careful attention to the challenges they face completing their degree requirements while balancing the demands of family and work. The adult learner receives superior customer service while working towards the completion of a degree within the time constraints of ongoing job and family commitments. Operating within the academic policies of Walsh University's School of Business and Division of Nursing, SPS offers a Bachelor of Arts degree in Business Management, Marketing, and Finance, and an RN-BSN completion program. Since the School for Professional Studies depends upon adjunct faculty to teach the preponderance of its courses, implementing faculty development opportunities for them in the Scholarship of Teaching and Learning remains a significant challenge (See below, Adjunct Faculty).

Faculty Sabbatical Leave

Sabbatical leave is an opportunity for full-time tenured and clinical/professional teaching faculty who have served six consecutive years to enhance and improve their scholarship and teaching effectiveness. The Walsh University <u>Faculty Handbook</u> (2008) states:

"In a continuing effort to strengthen and build upon academic foundations of the institution, Walsh University supports standards of excellence in its teaching faculty members' proposals for intellectual renewal. Both the

3c.The organization creates effective learning environments.



CHAPTER TWO CONTINUED

institution and the teaching faculty agree that a professional leave represents a major component for effecting such plans. The President can approve a maximum of four sabbaticals per year. Full-year sabbaticals are compensated at two-thirds pay, and half-year sabbaticals are compensated at full pay."

A sabbatical leave is granted by the Board of Directors upon recommendation of the Chief Academic Officer and approval of the President. For reasons that are not entirely clear, the ten year pattern indicates that sabbaticals have been a significantly underutilized resource by Walsh University faculty. Anecdotal evidence suggests that some mid-career and senior faculty have not been sufficiently engaged in scholarship to warrant applying, and that even with fully remunerated half-year sabbaticals, other faculty did not want to lose the income from teaching overload courses on which they have come to depend. The University's more rigorous scholarship requirements for tenure and promotion, and the significant increase in the number of new hires since 2005 of faculty already engaged in clearly defined scholarship agendas, should result in increased usage in the future.

With the exception of 2005-2006, the Board of Directors approved at least one sabbatical leave in each year since 2000. The majority of sabbatical leaves, 87%, were for one semester, with the remaining 13% spanning an academic year.

2b.The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Sabbatical Leaves 2000-2009*					
	Semester		Duration		
				One	
AY	Fall	Spring	Semester	Year	
00-01	2	1	2	1	
01-02	1	1	2		
02-03	3	2	4	1	
03- 04	2	0	1	1	
04-05	0	2	2		
05-06	0	0	0		
06-07	3	1	4		
07-08	1	1	2		
08-09	0	2	2		
Total Sal	batical				
Leav	ves	22	19	3	
*Data provided by the Office of Academic Affairs					

Sabbatical Leaves 2000-2009			
Number of Faculty	Number of Sabbatical Leaves	Total	
15 1 15			
2	2	4	
1	3	3	
18		22	
Data Provided by the Office of Academic Affairs			

The majority of scholarly contributions resulting from sabbatical leaves, all worthy endeavors (see samples below), contributed to knowledge in a discipline, to the creation of new and unique course content, and to materials and textbooks that prepare students in various fields. Consistent with the "what is taught" model, these pursuits focused primarily on subject-matter expertise for both the teacher and student. Ongoing learning must include expertise in the enterprise with which the teacher/learner is engaged. In awarding sabbatical leaves the University should encourage and support leaves that are intended to pursue the scholarship of "how to teach."



SAMPLING OF ARTIFACTS CREATED ON RECENT SABBATICAL LEAVES

Dr. David Baxter (English)

A study of Lakota writers of the immediate post reservation period presented at the 2004 national conference on College Composition and Communication and the 2006 national conference of the National Association of Native American Studies.

Dr. Anne-Kathrin Wielgosz (English)

Designed an interdisciplinary course on "The Poetics of Space," now a special topics course offered by the Division of Language and Letters and a literature class offered in the Honors Program.

Dr. Chris McKeon (Education)

Co-authored the 6th edition of a major textbook in reading, "Reading and Learning to Read."

Dr. Linda Barclay (Counseling and Human Development)

Completion of a draft of three chapters for inclusion in "Mental Health Counseling: Foundations for the clinical specialty in counseling."

Dr. Jean Defazio (Education)

Research and development of course content for two specialization areas in technology for students who cannot speak or have severe motor impairments.

Dr. Cindy Staudt (English)

Conducted interdisciplinary research in music, literature, and sociology in order to document the nature and influence of Blues as an agent for initiating social change and building community.

Dr. John Trapani (Philosophy)

Completed the first draft of a manuscript on the aesthetics of Jacques Maritian which was submitted to Catholic University of America Press for publication and later accepted.

Awarding sabbatical leave for renewal and scholarly pursuit is a long honored tradition in the academy and one which Walsh will continue. The challenge to the University going forward is three-fold. First, as noted above, full-time faculty increased by 65%, from 65 in 2000 to 107 in 2008-09. Second, this increase in full-time faculty was accompanied by an increased expectation for scholarship from new and continuing faculty. From 2000 to 2008 the number of sabbatical leaves remained relatively constant and only in 2003 did the number of leaves awarded exceed four. This growth in both numbers and expectations challenges the University to fund additional sabbatical leaves. Committing additional resources to funding these important leaves, providing support to divisions and school with faculty on leave, and encouraging faculty to take leaves for scholarly activities are challenges facing Walsh University. Third, as with the Faculty Development Fund, the shift from "what to teach" to "how to teach" will challenge the University to align its sabbatical awards to motivate faculty to pursue the Scholarship of Teaching and Learning during sabbatical leave.

4a.

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



CHAPTER TWO CONTINUED

4a.

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

Faculty Scholar Program

The Faculty Scholar Program is administered by the Chief Academic Officer to encourage faculty members to pursue scholarly activity within their field of expertise. The program releases a teaching faculty member from one course for an academic semester. During the summer faculty scholars receive a stipend equivalent to a three credit hour overload. Faculty Scholars submit applications and are selected from a pool of applicants by a selection committee composed of the Chief Academic Officer and the Facilitator of the Faculty Development Fund. The Faculty Scholar culminates his or her experience in a report submitted to the chief academic officer and the scholar is required to make formal presentation to the campus community.

Faculty Scholar Release Awards		
Year	Awards	
2000	1	
2001	3	
2002	3	
2003	3	
2004	3	
2005	1	
2006	0	
2007	3	
2008	4	
Total	21	

Faculty Scholar Release Awards 2000-2009				
Number of Number of Faculty Releases Total				
1	3	3		
4 2 8		8		
10 1 10				
15		21		
Data Provided by the Office of Academic Affairs				

As Walsh University aligned with the Boyer categories of scholarship, the purpose of the Faculty Scholars Program has changed. The <u>Faculty Handbook</u>, 2002, (RR) defined the purpose of the program to provide an opportunity to faculty members "to complete research within their field of expertise specifically for the purpose of professional growth through scholarly publications". The revised <u>Faculty Handbook</u> (2008), in the section titled "Scholarship at Walsh University: Boyer's Four Categories of Scholarship," broadened the categories of acceptable scholarship as scholarship expectations in evaluations for tenure and/or promotion became more rigorous.



The requirements to be a Faculty Scholar have changed slightly since the last review to encourage new faculty in their scholarly activities. The <u>Faculty Handbook</u>, 2002, (RR) required the Faculty Scholar to be "a tenured or tenure-track teaching faculty member who had taught full-time at the University for three academic years preceding the term for which the release time or summer stipend [was] awarded." In spring 2007 the Chief Academic Officer suspended the three-year requirement

and opened the program to clinical faculty members. The suspension has been made permanent and is reflected in the current <u>Faculty Handbook</u> (2008). Faculty Scholars are to present their scholarship in a Faculty Forum in the term following their release/stipend. To improve accountability and to emphasize scholarship, the program now requires a formal report to be submitted to the Chief Academic Officer upon completion of the program.

Since 2000, 21 releases/stipends have been awarded to 15 faculty members to pursue scholarly activities. The tables above show the distribution of awards among faculty members. Most Faculty Scholars have received one award in the eight years since 2000; however, several faculty have been multiple recipients.

With changes in policy and application requirements, the Faculty Scholar Program is now more inclusive and accessible than it was in 2000. With the University's goal of supporting the Scholarship of Teaching and Learning, increased access requires continued and increased financial support.

Faculty Forums

Since 2000 the Faculty Forum Committee, a sub-committee of the Faculty Affairs Committee, has hosted various activities to engage faculty and to encourage the sharing of developmental and scholarly activities. Some of those activities were informational (e.g., introducing faculty to study abroad opportunities for students) and others were developmental in purpose (e.g., Human Subject Review process and "How to be Your Own Writing Coach"). The vast majority of Faculty Forum sponsored activities, however, were centered on faculty scholarship through the sharing of sabbatical projects or ongoing research activities for publication. Scholarship presented at these forums has tended to be discipline-based.

On October 24, 2007, in collaboration with the Office of Academic Affairs, the Faculty Forum hosted a "Conversation on Teaching and Learning," based on Parker Palmer's article, "Teaching and Learning in Community." This collaboration was one of the first efforts reflecting the University's initiative to build a culture around the Scholarship of Teaching and Learning. In keeping with the theme of the current Self-Study (Walsh University: A Catholic Learning Community, Past, Present, and Future), the forum posed the question, "Does the Walsh faculty comprise a learning community?" and, in posing that question, signaled the evolving role of the forum. In the future, the role of Faculty Forum should expand to reflect the enhanced expectations for discipline-based scholarship and the Scholarship of Teaching and Learning.

In 2007 the Math and Science Division extended the Faculty Forum presentations that had been the faculty's primary opportunity for showcasing their research. In a series of Friday afternoon presentations, members of the science faculty give presentations about their latest research. The discussions are lively and thought-provoking, and help to create a sense of collegiality, especially among the Mathematics and Sciences faculty. What began as an informal gathering of faculty and students became known across the campus as Research Friday.

2b.

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

4a.

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

3b.

The organization values and supports effective teaching.



CHAPTER TWO CONTINUED

Committee on Faculty Retention, Tenure and Promotion

Walsh University has long offered tenure to qualified teaching faculty. In 2009 38% of Walsh's full-time faculty had been awarded tenure. To be eligible for tenure, "a teaching faculty member must satisfy three criteria: an appropriate terminal degree, full-time appointment, and length of service" (Faculty Handbook, 2008). These criteria have been in place since 2000. While these criteria have been constant, the expectations for tenure have evolved since 2000 to reflect the University's enhanced expectations for scholarship and excellence in instruction. Thus, the retention, tenure and promotion process has served as a means for monitoring the instructional effectiveness of the faculty.

Today (and since 2000), progress towards tenure involves a multi-year review process conducted under the auspices of the Committee on Faculty Retention, Tenure, and Promotion (FRTP), a committee of Academic Assembly chaired by the Dean of Instruction (AP#18: "FRTP By-laws"). Faculty members with rank prepare a portfolio and participate in comprehensive first-year, third-year, and sixth-year reviews, and less comprehensive annual reviews in the intervening years. In the culminating sixth-year review (or sooner for faculty hired with one to three years of advanced standing), the FRTP Committee submits its tenure and/or promotion recommendations to the Chief Academic Officer who adds his evaluation and recommendation and forwards it to the President of the University. The President, upon conducting his review, forwards all materials and his recommendation to the Board of Directors for the ultimate decision regarding the candidate's tenure application. The current portfolio review process for decisions about tenure and promotion are described in detail in the Faculty Handbook (2008).

In 2006 the FRTP Committee experienced new leadership. With a mandate from the Chief Academic Officer to develop scholarship guidelines meeting national standards, the new chair of the committee (who became the Dean of Instruction in 2007) advanced several initiatives impacting, in varying degrees, the tenure process and expectations for faculty seeking tenure and/or promotion, particularly those related to scholarship.

The committee assumed its current name at that time. Requiring members to serve active and evaluative roles, the FRTP Committee extended and staggered terms of service for continuity. Guidelines for portfolio content, in place in 2000, were enhanced and clarified. Minor adjustments to the timeline were implemented to facilitate the process both for those seeking tenure and for the committee as it dealt each year with the demand of reviewing an increasing number of faculty portfolios, a result of faculty growth over the past five years.

Two changes of greatest impact since 2000 have been the formative nature of the tenure and promotion process, and the changing role of division chairs. Prior to 2006 the review process was perceived as essentially summative in purpose. The faculty member advanced through the process receiving limited, if any, constructive feedback along the way. Beginning in 2006 all new faculty received formative written evaluations of their first-year portfolios. First-year portfolio evaluations became the responsibility of the Dean of Instruction when that position was created in 2007.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



The result has been the issuance of more conditional renewal of contracts from year one to year two. The first-year portfolio evaluations establish a baseline of information by which progress can more easily be measured in subsequent portfolios reviews. Today, a faculty member is aware of his or her "progress" towards tenure and/or promotion, and is able to adjust and develop as needed.

During this time the role of division chairs as it related to the tenure and promotion process was also evolving. Division chairs were charged with new and expanded responsibilities and authority that were formalized in administrative contracts (AP #13: "Academic Administrative Contracts"). One of those responsibilities is to support new faculty by guiding them through the tenure and promotion process.

Scholarly expectations for faculty represent the most significant change in the tenure and promotion process since 2000. Charged with developing standards for scholarship, the Dean of Instruction, in his role as chair of the FRTP Committee, initiated a process for identifying and defining "Scholarship at Walsh University." After extensive collaboration among the Graduate Council, Academic Assembly, and the administration, the University adopted Boyer's Four Categories of Scholarship in 2007. They are now part of the current Faculty Handbook (2008). To distinguish between the scholarship expectations of tenure track-faculty and those of faculty with clinical or professional status, a sub-committee of the Faculty Affairs Committee worked throughout the 2007-08 academic year, and through the fall 2008, to establish clearer scholarship standards for clinical/professional faculty. In January 2009 Academic Assembly approved the new scholarship guidelines for clinical/professional faculty (AP#7: "Clinical Professional Faculty and Scholarship"). As of the final draft of this Self-Study Report, these guidelines await the approval of the President and the Chief Academic Officer before becoming part of the current Faculty Handbook (2008). The documents cited above, along with the document "Graduate Faculty and Scholarship," will provide the basis for evaluating scholarship in both the annual faculty review and the tenure and promotion portfolio review processes.

FACULTY AND TECHNOLOGY

Technology has touched all aspects of University life. Perhaps the greatest impact of technology has been the potential to improve how faculty learn and work, and how they share this learning with the students in and outside the classroom. Faculty now conduct scholarly research, interact electronically with distant colleagues, professional associations and research partners, update and enhance course materials and make these materials and resources immediately available to students through course websites, all from the convenience of their offices. Since 2000 the University has increased its investment in technology and Walsh faculty have participated in a variety of developmental and training activities, many of them offered on campus, to prepare and avail themselves of these electronic opportunities.

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.

3c.

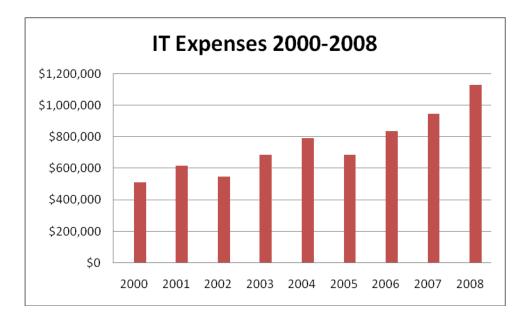
The organization creates effective learning environments.

CHAPTER TWO CONTINUED

2b.

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

The chart below represents the increase in technology spending from 2000 to 2008. The current technology provided by the Information Systems department meets the needs of the majority of faculty and staff.



General Technology and Training for Improving Faculty Learning

Access to technology for all Walsh University faculty has increased significantly since 2000. Today all full-time faculty have access to computing technology from their offices using either desktop or laptop computers which provide access to the University's network, the Microsoft Office suite, the Cavalier Center for support of student academic advising, SAKAI course management software, and the internet, which provides access to the Walsh University library website and OhioLINK. Faculty may also access the Cavalier Center and the SAKAI system remotely through the University's website. All faculty, full-time and adjunct, have unlimited storage capability on individual P: drives on the University's network. Faculty who also hold administrative responsibilities have access, by assigned permission, to the administrative system Banner for information needed in the performance of those responsibilities.

Faculty voice their technology related needs and concerns to the Technology Committee which reports to the Academic Assembly. The Technology Committee is comprised of faculty representatives selected from different divisions/school and serves as a vehicle for advancing faculty technology and computer-related issues. The University's Director of Information Systems sits on the committee as a non-voting member, and the Vice-Chair of the Technology Committee represents the committee on the Information Systems Advisory Committee. Since its inception in 2007 the Technology Committee has addressed and resolved a number of faculty These include an improved spam filter, "Tech Tips" delivered at Academic Assembly, increased e-mail storage capacity, creation of an e-mail digest, faculty ability to customize their desktops, increased SAKAI training, and improved Helpdesk tracking.



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



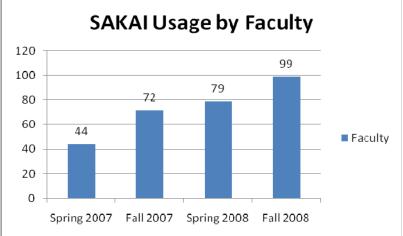
Recognizing the potential uses of technology as a faculty tool for both instruction and productivity, in 2001 Walsh University's Office of Academic Affairs established annual all-campus training and development sessions during the month of May. Now called May Days, the sessions, open to faculty and staff, are offered by the Walsh University Information Systems (IS) Department and include instruction on standard productivity software packages that are used campus-wide including Microsoft Word, Excel, Access, PowerPoint, and Outlook (AP#4: May Days 2009 Development Workshops for Faculty & Staff). The IS Department also offers training workshops on the SAKAI course management software for beginning, intermediate, and advanced skill levels. The May Days training sessions are held annually and the IS Department continues to host several sessions addressing new releases of standard desktop software, the Sakai course management system and other productivity tools.

In fall 2008 the IS department began holding weekly information technology training sessions for faculty, staff, and students for one hour each Friday. These sessions provide opportunities for any end-user to meet with the IS staff for hands-on assistance with any of the standard desktop software productivity tools, or course management software. The sessions have been widely accepted and are well attended.

Instructional Technology, Training and Support

In 2001–2003 Walsh University used the WebCT course management system. It was not widely subscribed to by the faculty as some felt there was a lack of training and support for the package. In 2003 SAKAI was introduced and tested parallel with WebCT. In 2004 SAKAI became the official course management tool for Walsh University.

Today SAKAI, an open source set of software tools, is used primarily by the faculty for course management at both the undergraduate and graduate levels. The number of faculty using SAKAI to support course delivery has increased from 44 faculty in spring 2007 to 99 faculty in fall 2009, an increase of 125%. SAKAI will continue to be an integral part of course delivery at Walsh University. The Information Systems Department is committed to providing training for faculty during the annual May Days Workshops, and technological support throughout the year.



3d. The organization's learning resources support student learning and effective teaching.



CHAPTER TWO CONTINUED

The use of technology will continue to be a part of the academic environment of Walsh University. Providing faculty with the training needed to effectively use the productivity tools and course management software is a priority of the Office of Academic Affairs. The May Days schedule is now the responsibility of the Dean of Instruction. Walsh University's Information Systems Department will continue to be an integral part of the May Days Training sessions. Other workshops for consideration will include classroom technology, smart board technology and applications, and computer laboratories. Offerings could include sessions based on findings of both the annual faculty survey conducted by the Technology Committee and IS Department, and technology initiatives led by the IS department. Additional recommendations for the future include:

2c.

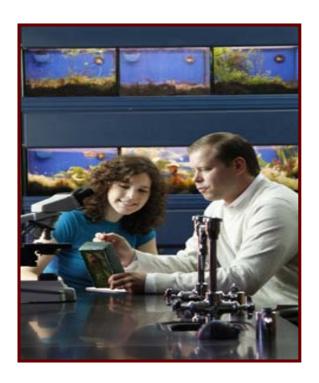
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Implementing a process for collecting end-user requirements from those faculty and staff members who desire/need to use software or hardware that is not included in the current standard desktop/laptop configuration.
- Providing remote access to faculty P: drives.
- Establishing policies and procedures for loading University non-standard software on desktops and/or laptops.
- Developing an efficient "issue tracking" system with timely feedback and response mechanisms.
- Expanding efficient support beyond traditional hours to support evening and week-end classes.
- Involving end-users in acceptance testing, timing for implementation of software updates and new releases and advance communication of intended updates or changes to applications in place.





Whether student-to-student **or** student-to-faculty, technology and close interaction enhance the teaching learning process.





CHAPTER TWO CONTINUED

ADJUNCT FACULTY

The Higher Learning Commission states that, "Generally, the same guidelines and principles should be used for employing adjunct faculty as are used in employing full-time tenure-track faculty, whose primary responsibility is teaching. An organization, committed to effective teaching and learning in all courses and programs will be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty."

Almost all American colleges and universities have come to rely more and more on adjunct faculty for the delivery of the curriculum, and Walsh University is no The increased dependence within American higher education on adjuncts has been a concern of the American Association of University Professors (AAUP) for many years. Walsh University recognizes that adjunct faculty contribute vitally to improved learning at the University. The enrollment growth Walsh has experienced since 2004 has increased its reliance on adjunct faculty who deliver quality instruction, and the University attempts to adhere to the principles and guidelines espoused by Higher Learning Commission in hiring and developing its adjunct faculty.

Adjunct Faculty Recruitment

Adjunct faculty are utilized throughout Walsh University, including the School for Professional Studies. Many divisions have developed a pool of adjunct faculty; others hire adjunct faculty as needed. Many adjunct faculty serve the University on a continuing basis, delivering one or more courses each semester. In fall 2008 Walsh University employed 152 adjunct faculty on the main campus across academic disciplines. Academic unit heads have authority to hire adjunct faculty in their units and request contracts for these faculty from the Office of Academic Affairs, which issues semester contracts with compensation based on an established stipend schedule and course enrollment (AP#14: "Adjunct/Overload Pay Scale 2008-09"). Each course delivered by an adjunct faculty instructor is subject to the same course evaluation procedures each semester as for full-time faculty. Division Chairs used the course evaluations in future hiring decisions.

Adjunct faculty bring a variety of teaching and professional experiences, academic credentials, and instructional skills. A master's degree is considered the minimum academic credential for undergraduate instruction and most adjuncts satisfy this requirement. Several adjuncts hold terminal degrees.

Adjunct Faculty at SPS

The majority of courses offered at Walsh University's School for Professional Studies (SPS) are facilitated by adjunct faculty. The Assistant Dean for Non-Traditional Programs has authority and responsibility for staffing the courses for delivery of the School of Business and core curriculum coursework in the SPS Program, and has implemented a faculty assessment process for screening and hiring adjunct facilitators for those courses. In that process potential facilitators provide vitae detailing educational credentials and relevant job experience, deliver a

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

3b.

The organization values and supports effective teaching.



teaching demonstration, assign a grade to a writing assignment, and engage in a leadership exercise, all while being observed and evaluated by full-time faculty who determine if the facilitator meets Walsh University's expectations for teaching excellence. The SPS Program currently has a "facilitator" pool of approximately 100 adjunct faculty and, during the academic year, course offerings number approximately 125 per semester across the four SPS campuses.

Instructors in the SPS Program who deliver BSN, MBA, and MAED curricula are selected by the directors of the respective programs on the main campus. Several of these instructors are full-time faculty or adjunct faculty with teaching experience in the respective main campus programs. The main campus program directors have authority and responsibility for staffing courses for their programs delivered under the SPS umbrella.

Demonstrating its commitment to adjunct faculty, the SPS Program has designated office space for adjunct faculty and is in the process of developing a formal orientation program and a professional development program. Goals moving forward include collaboration between and among adjunct faculty in the SPS Program and full-time faculty at the main campus, and the creation of an Adjunct Faculty Learning Community dedicated to on-going professional development and integration of adjunct faculty members into the Scholarship of Teaching and Learning.

Systematic Adjunct Faculty Orientation

To introduce new adjunct faculty to the Walsh community, the Provost hosts a welcome dinner for all new faculty, including adjunct faculty, prior to the start of the fall semester. Each new adjunct faculty member receives a packet of materials that includes an Adjunct Faculty Handbook (RR) detailing academic policies and procedures of interest to adjunct faculty and other useful information. Adjunct faculty are also invited to the annual opening day activities where the President delivers the State of the University Address, the annual Christmas Celebration at the end of the fall semester, and May Days activities. Many divisions include adjunct faculty in division meetings and activities, and some divisions include adjuncts in course and curriculum development.

Although faculty work closely with adjunct faculty to maintain quality in their area of teaching, there is no systematic process for the orientation of new adjunct faculty or for the introduction of adjunct faculty to the Scholarship of Teaching and Learning. Each academic division/school takes responsibility for adjunct faculty orientation and the method and degree of orientation varies by division. Even though Division Chairs make the effort to integrate adjunct faculty into the Walsh community, it is hard to coordinate on-going full-time and adjunct meetings, including attendance at May Day activities. The single most noted weakness is the lack of established training and/or professional development activities relative to instructional techniques and methods for improving learning or the Scholarship of Teaching and Learning.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.



CHAPTER TWO CONTINUED

Since 2003 the School (then Division) of Business has convened a formal faculty orientation for new and continuing adjunct faculty prior to the beginning of fall semester to familiarize new faculty with the policies, processes, and procedures of the University and the Division, their role as faculty, and the resources available to them. Training is provided in University technology including e-mail and the Sakai and Cavalier Center systems. The School maintains a secure drawer for pickup and delivery of materials and includes adjunct faculty in correspondence about division activities and expectations.

The Division of Nursing conducted an adjunct faculty workshop in August 2008 to introduce adjunct faculty to clinical teaching. During the workshop adjunct faculty members were introduced to division policies, aspects of clinical teaching, and criteria for student evaluation. Working under the direction of full-time clinical faculty, the adjunct faculty met with each course coordinator, and had the opportunity to meet and network with both full-time and other adjunct nursing faculty. This provided an opportunity for the adjunct faculty to obtain answers to any related clinical teaching questions they might have. The Division of Nursing plans to continue its orientation sessions for adjunct faculty every summer.

In the SPS Program all orientation for adjunct business instructors is done on an individual basis by the Assistant Dean for Non-Traditional Programs. For instructors of other programs, orientation specific to program policies, procedures, expectations, and outcomes is provided by the respective program directors supplemented by orientation to the SPS site provided by the Assistant Dean and SPS staff. In the past SPS offered yearly orientations that included attendance by seasoned and new adjunct faculty members. However, the growth that the SPS has experienced has not afforded staff the opportunity to continue these orientations.

Adjunct Faculty Development

Few University-wide opportunities exist for development of adjunct instructors because they do not have access to the Faculty Development Fund. Adjunct faculty are invited to attend and participate in the developmental activities that occur in the annual May Days sessions. Some adjuncts take advantage of these opportunities, but most, many of whom hold full-time positions outside the University, are unable to attend. Adjuncts are also invited to participate in technology training provided by the Information Systems department. Adjunct faculty at all locations can earn tuition credits based on credit hours taught. The earned credits, however, must be used by the end of the academic year in which they teach.

Some divisions and departments may provide formal and/or informal development for their respective adjunct faculty with the degree and scope of such varying across divisions. The School of Business has recently initiated a Lead Faculty Model which pairs a full-time faculty member with an adjunct teaching the same course. The intent of the paring is to provide a sharing of knowledge and instructional techniques. Some divisions have more fully integrated their adjuncts and provide in depth training in both course content and instruction. Some divisions provide only support and resources, supplying the adjunct instructor with a syllabus, textbook,

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.



and semester schedule. With some exceptions, space constraints at the University generally do not permit providing office or designated conferencing space for main campus adjunct faculty.

Because adjunct faculty are not awarded rank or promotion, they do not fall under the purview of the Committee on Faculty Retention, Tenure and Promotion , and no University-wide expectations exist for ongoing adjunct faculty development or scholarship. Development, if it occurs, is at the discretion of the academic unit head of the division or school in which the adjunct instructs. Adjuncts are required to participate in the course evaluation process. If instructional issues surface in that process, the academic unit head may choose to initiate developmental expectations. While it is generally expected that adjunct instructors remain current in their disciplines, no process exists to either guarantee this or evaluate if it is occurring. On-going professional development for SPS adjunct faculty has been minimal, at best.

Adjunct Faculty: The Future

The University has long recognized, appreciated, and valued adjunct faculty for their commitment to the University's mission and the success of its programs and students. These committed adjunct instructors are necessary to support the staffing needs driven by the enrollment growth in traditional and the SPS programs. Because these adjuncts are so vital to the University's success, the challenges they present must be addressed.

Two significant challenges for recruitment and retention of adjunct faculty are space and the compensation process. Since 1998 no University-wide space has been offered to adjuncts for maintaining office hours, conferencing with students, or gathering for informal class meetings. Around 2005 some adjuncts began using the Academic Support Center as a meeting place, but the space requirements for students attending tutoring soon pushed the adjuncts out. In fall 2008 the Division of Language and Letters established adjunct space in the division by acquiring the use of two empty offices. Adjuncts currently use the space for holding conferences and other faculty activities. This solution, however, is within only one division and does not address the needs of other divisions or schools. Although adjunct space in the Division of Language and Letters was reduced to one office in 2009-10, adjuncts still currently use the space, to hold office hours.

The second major challenge is one of contract delivery and pay periods. The current complicated system for issuing adjunct contracts requires various personnel input, and numerous deadlines impair the timely processing of contracts and adjuncts' payroll. Most adjunct faculty are paid twice per 15 week semester, once at midterm and again at the end of the semester, potentially straining the financial resources of the adjunct instructor, many of whom are itinerant teachers. To be competitive with other area universities, the University might want to consider streamlining this process and pay adjuncts on a biweekly basis.

Because of their numbers and the unpredictability of the adjunct pool from semester to semester, the challenges are significant in integrating adjunct faculty

3b.

The organization values and supports effective teaching.

5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.



CHAPTER TWO CONTINUED

more fully into the University community and the divisions/school in which they instruct, and in rewarding adjunct faculty for their contributions and successes. Walsh University recognizes these challenges, but much work remains to be done to develop more consistent orientation procedures and establish formal professional development programs. One possibility regarding the latter might be to open up the University's new Faculty Learning Communities Program to interested adjuncts.

CONCLUSIONS: FACULTY AND IMPROVED LEARNING

At the beginning of the current Self-Study process, the sub-committee on "Demonstrating Improved Learning" was charged with examining the current state of teaching and learning across the curriculum, with evaluating the effectiveness of the University's learning environments, and with recommending, guided by best practices in the current scholarship on teaching and learning, future courses of action. With regard to the role of faculty in demonstrating improved learning, the sub-committee has identified the following as important goals towards which the University has already taken some steps, and on which the University should continue to focus as it begins the next cycle of strategic planning:

- Establish a competitive compensation system to recruit and retain high quality, appropriately credentialed faculty with expertise in their disciplines and commitment to scholarly teaching.
- Facilitate the search and application process for faculty applicants through the use of the website and appropriate technology.
- Implement the recommendations noted above for adjunct faculty.
- Develop a systematic orientation program, within academic divisions, schools and programs for all faculty (full-time faculty, main campus adjunct faculty and adjunct faculty instructing in the SPS program) that orients faculty to the standards for excellence in instruction and expectations for individual development, educates them about the respective unit's curriculum and their role and place in delivering it, and informs them of the academic policies, procedures and practices within respective units.
- Update and implement the mentoring program currently described in the <u>Faculty Handbook</u> (2008).
- Continue to clarify standards for tenure and promotion for tenure-track and clinical professional-track faculty.
- Reward faculty for work performed outside the parameters of faculty contracts, such as University and governance committee work that carries over summer sessions and non-instructional work performed for a division or school.
- Increase the allocation to the Faculty Development Fund to support the increase in faculty numbers and the increased expectations for scholarship both in disciplines and the Scholarship of Teaching and Learning.
- Provide financial support to align faculty development with strategic University initiatives such as global learning, service learning, active learning, instructional technology and the development of courses instructed in e-Learning formats.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



- Enhance the resources allocated for Sabbatical Leaves and Faculty Scholars to support the increase in faculty numbers and faculty scholarly expectations and insure accountability of faculty participating in the programs.
- Support and expand opportunities for faculty to showcase their research.
 Continue May Days sessions to introduce and support advances in teaching, scholarship, instructional technology and other related University initiatives as they become evident.
- Identify and support additional Learning Communities of interest to faculty, staff and students.

SECTION II

LEARNING ENVIRONMENTS

Introduction

In 1990 the governance committees of then Walsh College approved a definition of curriculum in a document titled "The Walsh College Curriculum." That document was referenced in the <u>Walsh University 1999 Self-Study Report</u> and was included in the report's appendices (RR). The introduction to the document laid out what still is the operative definition of the curriculum at the University.

"The Walsh University curriculum is the sum of the learning experiences designed by the faculty and professional staff to educate students. These experiences occur in formal classrooms, intern and laboratory settings, as well as co-curricular and extra-curricular activities. The faculty and staff design the curriculum to reflect their convictions about higher education and to realize the charge of the mission statement. Aims outline behaviors realized over a lifetime, while goals outline behaviors demonstrated by graduation."

Teaching and learning at Walsh University take place in a variety of environments and settings. Via the curriculum, teachers share knowledge with learners in traditional and non-traditional learning environments. Because Walsh University is dedicated to educating the whole person, learning equally important also takes place through the extracurricular activities in which students participate. This section of the Improved Learning chapter of the <u>Self-Study Report</u> discusses how these various environments have contributed to improving the learning of Walsh University undergraduate students. Graduate education is the focus of the Self-Study chapter titled, Creating a Culture of Graduate Education.

Undergraduate Student Profile

Between fall 2000 and fall 2007 total undergraduate enrollment increased by 53%, with a 70% increase in full-time enrollment and 10% increase in part-time enrollments. During that same period, conferred bachelor's degrees increased by 42% with a 91% increase in Nursing Bachelor degrees, a 36% increase in Bachelor of Arts degrees and a 42% decline in Bachelor of Science degrees.

1c.

Understanding of and support for the mission pervade the organization.



CHAPTER TWO CONTINUED

Curriculum is delivered in two distinct learning environments for undergraduate students. Undergraduate students are enrolled in traditional, main campus programs or in the School for Professional Studies (SPS) which offers an accelerated BA degree completion program in business and a RN/BSN program in nursing. SPS delivers undergraduate programs at five sites in Ohio: main campus in North Canton (2002), Akron (1996), Medina (2000) and Canfield (2005), and the Aultman College of Nursing (2007). Some Courses are also offered on-line in a distance learning format. With the exception of the first-year experience, GE 110, and selected core curriculum requirements, the curriculum for these business and nursing programs parallels that of main campus programs. Total enrollment by headcount in SPS programs increased 31% between 2000 and 2008. The SPS Distance Learning Program grew from two to 159 enrollments in two years.

School for Professional Studies					
Enrollment Profile by Site					
	2000	2008	Change	%	
Akron	652	374	-278	-43%	
Medina	155	129	-26	-17%	
North Canton		230	230		
Canfield		50	50		
Distance Learning		159	159		
Aultman		113	113		
Total	807	1055	248	31%	

UNDERGRADUATE DEGREES AND CURRICULUM

As detailed in the <u>Undergraduate Catalog 2009-10</u> and through the Walsh University web page (http://www.walsh.edu/undergraduateprogram), Walsh University offers a full range of undergraduate degrees, programs, majors and minors, all of which (See table below) have significantly increased in number since 2000. For the number of graduates across the curriculum in recent years, see the <u>Fact Book</u>, 2009 (RR).

Degree and Curriculum Snapshot				
Undergraduate	2000	2008	% Change	
Associate Degrees	2	2	-	
Baccalaureate Degrees	3	6	100%	
Majors	31	37	19%	
Minors	21	29	38%	



Improved Learning

	CURRICU	ILUM AND PROGRAM ADDITIONS
Degrees	2004 2005 2008	BS Biology/MS Physical Therapy BA Non-Licensure, Education BA General Studies
Majors	2000 2002 2005 2007	Corporate Communication Management Information Systems Philosophy, Supplemental Theology, Supplement Bioinformatics
	2008 2009	Museum Studies Biochemistry
Minors	2004	Various Writing Minors Peace Studies
	2005 2006	Marketing Corporate Communication Management Information Systems
	2007	Gender Studies Environmental Studies
	2008	Museum Studies Music Forensic Studies
Programs	2003	Structured Education Program (SEP) Service Learning
	2005 2006	General Education Curriculum Non-Licensure Program, Education Diocesan Certification Program for teaching religion General Education 100
	2007	Global Learning

Between 2000 and 2009, in addition to these new majors, minors, and programs, many existing ones were revised. A complete overview of Walsh University's undergraduate majors, minors, and programs is provided in the appendices (AP#2: The Walsh University Curriculum 2000-09). The active and ongoing revisions to the curriculum since 2000 document how the University has responded to new and current trends in the range of professions and industries for which Walsh prepares its undergraduate students. For example, when in 2004 the Hoover Company gifted property north of Maple Street to the University, which included the Hoover Museum, the Humanities Division developed a major and minor in Museum Studies. Other curriculum revisions reflect the University's commitment to its mission (Peace Studies), its Liberal Arts tradition (Writing and Music) and responses to market needs (Environmental Studies, Marketing, Management Information Systems and Forensic Studies).

Committee on Instruction and Academic Policy

Oversight for new and revised curriculum is the responsibility of the Committee on Instruction and Academic Policy (IAP). The committee consists of the Chief Academic Officer, six faculty members elected from different areas of study, two students and one representative each from the Registrar's Office, the Admissions Office and the Library.

4c.

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

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

CHAPTER TWO CONTINUED

The responsibilities of the committee are described in the committee's by-laws (AP#17: "IAP By-Laws"). Proposals for curriculum additions and revisions originate within a division, school, or program (e.g., Honors, General Education) and advance to IAP for review and action. Proposals approved by IAP advance to the Academic Assembly and, if approved there, to the President of the University who may approve, deny, or advance the proposal to the Board of Directors for final action. Proposals to IAP are required to include commentary that addresses the potential impact of any proposed changes on enrollment and curriculum in other divisions and units.

General Education Curriculum

2b.

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

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

3d.

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

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.



Walsh University's Core Curriculum/General Education Program was a concern of the North Central site-team in 2000 (See Concern #8 in Chapter One of this Self-Study Report). The General Education requirements currently in the Walsh University undergraduate catalog, implemented for the first time with the 2005 freshman class, are the result of the work of the General Education Requirements Task Force (GERTF) beginning in 2001. GERTF functioned as a task force through the summer 2007. A complete overview of its efforts is available in the document, General Education Requirements Task Force (GERTF) Final Report (RR). In spite of the well-intentioned revisions to the University's General Education Program since 2000, a number of challenges remain. While the core has since September 2001 operated under a philosophy of General Education (AP#5: "The Philosophy of General Education"), and has had since March 2002 approved student learning outcomes (AP#6: "Goals and Learning Outcomes of General Education"), the absence of an effective assessment plan makes it subject to the same criticism offered by NCA in 2000, that "it is impossible to evaluate its effectiveness as an integrated experience." Since the General Education Requirements Task Force (GERTF) did not produce an assessment plan to accompany its recommended goals and objectives, the responsibility for the initial assessment of the General Education Program fell to the Dean for Academic Services. In spring 2006 the University piloted an assessment plan for Tier I courses that focused on three of the General Education learning objectives, I.1, II.4, and III.1 (AP#27: "General Education Assessment Rubric"). Those faculty teaching General Education courses were asked to identify an applicable learning objective for one of their Tier I courses and to complete an evaluation rubric for all students in the class. Workshops were held to educate faculty in completing the assessment rubric. However, participation proved spotty and produced little useful data flowing back into improving the curriculum.

In July 2007 the Office of Academic Affairs, having recognized that the infrastructure did not exist to support meaningful assessment of its General Education and other academic programs, created two new positions, Dean of Instruction and Director of Assessment. In January 2008 a Director of General Education was appointed from the faculty. Following the creation of these positions work began on defining more clearly and precisely the category guidelines for Tier II courses (incorporated now into the Heritage Series descriptions in the undergraduate catalog), and on creating an effective and faculty-friendly means of assessment. However, three years after the new General Education requirements

went into effect, the program still functioned without effective assessment of whether it was achieving its student learning outcomes.

Thus, meaningful assessment of General Education remains a work in progress. During summer 2008 the Vice President for Academic Affairs, Dean of Instruction, General Education Director, and Director of Information Services attended a workshop sponsored by the Ohio Learning Network on the use of e-Portfolios as a tool for program assessment. As a consequence of this workshop the General Education Director began working on a plan for using student portfolios to assess General Education learning outcomes. As other academic divisions/school and programs were also considering some sort of portfolio system (e.g., Division of Education's use of the TK-20 system), it was important that collaboration occurred among division chairs, school dean, and program directors to prevent multiple systems from working at odds with one another. Discussion among division chairs/ school dean and program directors at the September 18, 2008, Academic Leadership Committee meeting indicated that there was broad interest in exploring a University-wide e-Portfolio system that could support the assessment efforts of many academic programs and divisions/school, and could provide students with a way of collecting a body of their own work for purposes of self-assessment, graduate school, and employment applications. On September 22, 2008, the Dean of Instruction and the Directors of General Education and Information Systems met to discuss a plan for implementing what had now become an e-Portfolio initiative encompassing more than just General Education. It was decided to form an e-Portfolio Initiative Advisory Group consisting of representatives from those programs and division/school with interest in participating. This group was formed on October 1, 2008, and began meeting that month with the goals of: 1.) identifying what an e-Portfolio package should include to serve academics and students; and 2.) working with Information Systems and the Technology Committee of Academic Assembly in evaluating available e-Portfolio systems. The work of this advisory group continues.

Another area of concern is whether or not the management and assessment of the General Education Program can be achieved through the ¼ contractual responsibility of one faculty member. In November 2009 the Chief Academic Officer accepted a proposal to create a General Education Committee that, modeled on the current Honors Committee, would report to the Dean of Instruction and assist the Director of General Education in quality control of the program. With a change in the leadership of the General Education Program occurring at the end of the 2008-09 academic year, it will be one of the priorities of the new Director to make the committee operational during the fall semester 2009.

Another problem with the Core Curriculum/General Education Program that the NCA site-team identified in 2000 was its lack of a capstone experience. The sequential nature of the current Tier II/Heritage Series component of the General Education curriculum was designed to provide students with this capstone, but the difficulties in scheduling the courses in sequence have prevented any such experience from emerging. The goal of the final Heritage Series course, Heritage 3, is to have students use the knowledge and skills developed in Heritage 1 and 2 courses as they grapple with significant problems faced by the modern world.

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

4c.

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



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Once again, any judgment about the success of the Heritage Series as an effective "capstone experience" must include a meaningful assessment strategy.

Student perceptions of General Education point to some of the other difficulties with the current General Education curriculum. Despite attempts to make it integrated both horizontally and vertically, students often cannot find Heritage series courses in the proper sequence, leading to a "just take whatever I need" attitude that does not assist students in understanding how the courses work together. Advising has been mixed, with Walsh faculty often not understanding the Tier system well enough to advise students adequately, and constant changes and revisions to course designations, especially within the Heritage series, lead to faculty and student frustration in choosing courses.

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.

The current General Education Program, nevertheless, has its very positive qualities. In keeping the Higher Learning Commission's "Statement on General Education," Walsh's program does provide opportunities for "breadth as well as depth of study." In keeping with the expectations of core component 4b., the program "clearly and publicly" articulates the "purposes, content, and intended learning outcomes" for which it was designed. In keeping with the University's mission to educate "leaders in service to others through a values-based education," the General Education requirements contain a service learning component for which the Director of Service Learning has oversight. In keeping with the University's commitment to promote "a diverse community," undergraduate students take at least one diversity course in fulfilling their General Education requirements. In addition, the program contains two signature components: a.) Gaudium et Spes serves as a horizontally-integrating text in the heritage Series and, b.) the philosophy of the curriculum, "Finding Meaning and Purpose in the Twenty-first Century," provides an underlying connection to the University's overall mission and standing as a Catholic liberal arts school. Also, the program has promoted, using May Days workshops and the new Faculty Learning Communities program, active learning pedagogies. Finally, results from the 2008 NSSE survey showed that both freshmen and seniors at Walsh were very positive about "acquiring a general education" and their "entire educational experience." their responses placed Walsh in the top 1% of the NSE universe for these questions.

Fine and Performing Arts

Chorale

The choral program has grown significantly over the past decade in size and quality. Prior to 2003 a local high school teacher directed the school's only ensemble, consisting of 15 to 25 students and staff members. In 2003 a full-time director (Assistant Professor) was hired to develop the program into one that now includes three choruses and over 100 singers. The Walsh University Chorale, the largest ensemble, consists of around 70 students that receive academic credit for their participation. In 2008 the Walsh Chamber Singers were founded to serve as a traveling and touring ensemble. A third ensemble, the Stark Community Chorus, sponsored by Walsh University, rehearses in the evenings and provides performing opportunities for members of the larger community. Some scholarship support is available for students participating in these ensembles.

The organization creates effective learning environments.

Each ensemble performs standard concert literature as well as world music and some contemporary popular selections. Over the past decade, choral ensembles have participated in five tours, traveling to Washington D.C., Connecticut, Maine, South Carolina, and most recently, Chicago. In the spring of 2010 the Chamber Singers will travel outside the U.S. for the first time, visiting Catholic Shrines in Quebec before performing in Montreal. These tours fulfill a dual mission of providing a cultural education to the students and an ambassadorial outreach on behalf of the University at large.

Academic Music Program

Academic offerings in music have also expanded in the last decade, providing a variety of General Education courses covering several different musical histories and genres. Private instruction in voice and piano were offered for the first time in 2003, and courses in music theory and history were added to the academic catalog in 2008. Walsh now offers a minor in Music, with the intention of developing enough additional courses over the next four to five years to offer an undergraduate music education degree by the fall of 2013.

Instrumental Music

In the fall of 2009 Walsh hired its first Director of Bands, a position that will begin part-time and move to full-time status in the fall of 2011. The following ensembles are scheduled for development over the next three years:

- 1. Pep band for basketball in the fall of 2009.
- 2. Pep band for football in the fall of 2010, to be augmented into a marching band in the fall of 2011.
- 3. Traditional Concert Wind Ensemble in the fall of 2011.
- 4. Jazz Band in the fall of 2011.

Visual Art

The Visual Art program at Walsh is currently supported by adjunct faculty, offering courses in Art History, Visual Order, and Applied Art. Students can receive a Minor in Art by completing eighteen hours of study in the courses listed above.

In fall 2009 the University hosted its first Artist in Residence, PR Miller. The program was developed because of longstanding and widespread desire to strengthen the presence of the arts on campus. The Artist in Residence, an annual appointment, will produce works of art on the Walsh campus while interacting with students, faculty, and staff in the process. With the Artists and Lecturers series firmly established and with the more recent art minor and art club in place, the University was ready to further expand the arts with an annual call for area artists to apply as Artist in Residence. The artist is chosen through an application process including the presentation of portfolios, and may come from any artistic discipline, The search process for 2009-10 led to PR Miller, Akron-based eco-artist with a passionate interest in the environment. His residency sparked numerous events on campus and off, including appearances in classes ranging from English to philosophy and history and varied workshops and exhibits.



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GE 100/First-Year Institute

3c. The organization creates effective learning environments.

One of the required courses for first-year students in the General Education curriculum is GE 100, a course which has gone through numerous permutations over the years. In 2001 it was given a First-Year Institute designation which it retained until 2007. From 2001 until 2006 it was a non-credit course with a strong emphasis on understanding Walsh's mission and on building a sense of belonging for students. Students met for the first seven weeks of the term, a length determined by the recognition that first-year students make the decision to stay in college in the first six weeks of their University experience. Between 2000 and 2006 the course experienced few changes. In 2002 the course became Humanities 110, but there were no substantial changes to the syllabus. Full-time faculty, however, were reluctant to teach the course, which was staffed primarily with Student Affairs personnel and adjuncts. In 2005 a service learning component was added. Finally, in 2006 the Chief Academic Officer formed a committee to revamp the course.

Conflict over the purposes of the course has been present from the inception of the First-Year Institute requirement. On the one hand, faculty have wanted the course to prepare students for the rigors of academic work. On the other hand student services personnel see the FYI experience as a perfect place to introduce students to the college experience. The resulting tension accounts for the frequency with which the course has been re-conceptualized over the years as it has fluctuated from earning zero credits to three credits to one credit, has been taught by instructors from across the University community, and has been directed by members of both Student Affairs and the faculty.

The latest revisions to the course have been guided by an effort to balance group-building and identity-building exercises with creating a foundation for academic success. As the Walsh faculty move towards a greater emphasis on active learning, the faculty's perceived needs for what best helps students attain academic success will perhaps change to be more in line with the outcomes sought by instructors from Student Affairs. The current first-year experience course, GE 100, was developed by a task force that reported to IAP. This task force was chaired by the University Registrar, selected faculty, the Director of Student Activities and Orientation, and a Librarian. This group created a version of the course that was approved by IAP. The Provost asked that a sub-committee be created to add elements to the course that were designed to help students with non-academic concerns. This sub-committee worked through the summer of 2007 to make these revisions. Four members of the original task force comprised this sub-committee.

5a.The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The piloted version of the current course responded to faculty concerns about student inabilities to conduct research and to use the electronic resources available to them. Using the framework of information literacy helped Walsh students to better understand how to find resources. However, one problem with the course was the inability to measure the improvement of students' information literacy skills. Another problem was the revised course's lack of focus on the General Education mission. Students considered the course to be information-literacy heavy. Feedback from the evaluations tended to be divided. Students found the

information literacy component to be beyond what they needed for their other coursework, while instructors found themselves often unable to keep up with the software applications used in the course.

These concerns led to another revision of the course. While the importance of information literacy is clear, Walsh's administration made the decision to revise the FYI course again for fall 2008. As the General Education Mission Statement argues, Walsh "students will need to make informed judgments and accept responsibility for the ethical consequences of their ideas and actions," and a different focus for the FYI series was deemed necessary to help introduce students to these concerns. A Director of FYI was appointed, Dr. Pamela Gurney, Assistant Professor English, effective fall 2008, and was given the responsibility of overhauling the course to address these needs.

The Director immediately started working on a revised course template. She began her efforts with faculty suggestions at a May Days workshop and, subsequently, met with the Directors of the Bookstore, Service Learning, Campus Ministry, Honors Program, Residence Life, and the Dean of Students. Using suggestions from this group, the Director reworked the learning outcomes of the course, lessening the focus on information literacy dramatically and incorporating the use of a single book, chosen by the instructor, as a foundational text. Book choice required the Director's approval.

The second version of the course was taught in fall 2008. The Director of FYI worked with the Director of the Mercy Wellness Center and the Director of Assessment to develop student and faculty surveys that would evaluate the FYI course. Insisting on the course having an active learning focus, the FYI Director included course units designed to immerse students in the Walsh environment. In particular, the new course asks students to create a "Passport" that standardizes and formalizes student initiation to Walsh. Finally, she added a strong wellness component, working closely with the Director of the Mercy Wellness Center.

With the revisions to the FYI curriculum established in 2008 the FYI course will maintain a certain amount of coherence for the next few years. In particular, the "Passport" idea has been well-accepted among students (MJ: GE 100 Assessment). The most resistance has come from faculty, most of whom resist working from the list of suggestions offered by the FYI Director and the summer 2008 committee. Of course, this list of suggestions will be refined and revised as the course matures. Another concern among faculty was the sheer number of "Passport" ideas listed in the course template and more individual restrictions will be placed on book selections than was previously the case. For the 2009-10 academic year, all sections of the FYI course will use at least one common text. One benefit of the "Passport" requirements has been increased student participation at campus events during fall 2008.

Final areas of concern that emerged from the Self- Study process regarding GE 100 include: 1.) duplication in instruction for students in our Structured Education Program (SEP). There is a need for further collaboration between FYI coordinators and the Director of SEP to combine perhaps the current Study Skills class required



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for SEP students with FYI core requirements. 2.) A potential exists for a widening communication gap between Academic Affairs and Student Affairs because of the recent shift to the first-year experience being a credit-bearing course. A program developed and perceived as successful by Student Affairs has been replaced by a new program with a focus more towards academic objectives. Collaboration between Academic Affairs and Student Affairs needs to be maintained to ensure shared input. This was somewhat addressed after review of the 2008-09 program by including the Director of Residence Life in the planning for 2009-10.

School for Professional Studies (SPS):

(http://www.walsh.edu/accelerateddegreepro)

A key resource in the University's commitment to life-long learning and innovative instructional strategies (AP#1: Walsh University Strategic Plan, 2007-2010, Goal 2e), the SPS program, under the direction of the Assistant Dean for Non-Traditional Programs, provides an innovative alternative curriculum for the non-traditional undergraduate adult learner pursuing a Bachelor's degree in either business or nursing. Accelerated courses meet for 20 or 32 total contact total contact hours in four-hour sessions over five or eight weeks, respectively. Course modules developed by full-time faculty detail course content, learning outcomes, expectations and assignments. The learning space is welcoming, comfortable and conveniently located. Staff at each site provide a full range of recruiting, enrollment, registration and advising services. Each site houses a computer lab. Library access is available electronically and library staff visit the sites to provide training in library information research technology. Stressing active learning in an accelerated and academically stimulating format, the SPS program encourages its students, faculty, and staff to become partners in learning.

3d.The organization's learning resources support student learning and effective teaching.

An ongoing challenge for SPS is to maintain close collaboration with the faculty and curricula of the main campus. To assure consistency in content and student learning outcomes, SPS employs course modules developed by main campus faculty. The advantages of the module approach are:

- Modules explicitly state student learning outcomes for each course.
- Effective instructional strategies are imbedded in established learning activities.
- Modules are prepared by instructors who have taught the course many times and specialize in the respective field of study.
- SPS adjunct faculty are educated in and must use the modules created by main campus, full-time faculty.
- Data pulled from the end-of-course evaluations assist in determining if the course was successful.
- Modules are revised and updated on a bi-annual basis.

After 13 years of marketplace presence, one of the SPS Program's most significant strengths is the mentoring of all adult learners, from their initial comprehensive advising meeting to the classroom experience designed for adults. Opportunities exist throughout Northern Ohio for expanding the SPS learning model to additional locations and additional academic programs. Four key factors presenting challenges for the future and the continuing success of the SPS program are:

5d.

Internal and external constituencies value the services the organization provides.

- Continued quality of the educational program.
- Sustained high level of service to adult students.
- A strong and sustained marketing program which utilizes principles of advertising (rather than our typical college admissions efforts).
- The person responsible for the program should have both programmatic responsibility and administrative (including marketing/advertising/recruiting/and budget) responsibility.

E-Learning Initiatives:

For the summer sessions 2009 Walsh University main campus students could take, for the first time, a selected number of Tier I General Education courses in an e-Learning format provided by the Online Consortium of Independent Colleges and Universities, (OCICU, www.ocicu.org), of which Walsh is a member. joining OCICU in 2006, the SPS Program has been offering a Distance Learning Pilot Project for adult students enrolled in its programs. The distance learning pilot program began with two enrollments. By fall 2008, 159 enrollments were recorded. The OCICU provides the online delivery for the courses and SPS students receive Walsh University credit for successfully completing them. In keeping with Goal 2e of the Walsh University Strategic Plan 2007-10 to "enhance teaching and learning outcomes with distance learning," the Office of Academic Affairs plans to support Walsh faculty in developing courses for the Consortium, and to expand opportunities for main campus students, whether through e-Learning fully-contained e-Learning courses, or through hybrid courses in which only some components of the course are delivered in an e-Learning format.

Blended Courses in Hybrid Learning Environment

In 2001 the University adopted SAKAI as its course support software and soon recognized the potential inherent in SAKAI for creating hybrid courses. The Faculty Coordinator of Sakai sought and received a grant from the Ohio Learning Network for the 2008-2009 academic year, which provided funding for training faculty in the development of hybrid. The grant called for creation of a Hybrid Learning Community, currently comprised of the Faculty Coordinator of Sakai, an information technology representative and three faculty members who have developed "Standards for Hybrid Courses." As a result of the grant twelve hybrid courses supported by SAKAI were offered in the 2009 spring semester. Hybrid learning instruction has significant potential. In the future the Faculty Coordinator of Sakai envisions collaboration with high school programs, integration with student experiences in service learning and grant writing, and a partnership with OCAN, the Ohio College Access Network, that would connect Walsh with other Ohio colleges.

3d.

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

4c.

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



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2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

3b.

The organization values and supports effective teaching.

4c.

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



Distance Learning Degree Programs

On March 9, 2009, the Division of Nursing presented proposals for two new graduate degree programs to the Ohio Board of Regents (OBR): Master's of Science in Nursing (MSN), and a Doctorate in Nursing Practice (DNP). Both programs will be offered in a distance learning format. On March 31, 2009, representative of OBR conducted a site visit to review both programs. Both programs were favorably received. In June 2009 the University received OBR approval to move forward with the programs. Review of these two distance learning degrees by the Higher Learning Commission is part of the University's current <u>Self-Study Report</u>.

Faculty Development and e-Learning

As part of May Days 2009, Information Systems staff presented two workshops related to e-Learning. The first workshop, "Setting a Course for e-Learning at a Liberal Arts University," presented the results of research conducted by Information Systems staff on possible e-Learning models for the University. The presentation included information on technology tools, programs that need to be implemented to ensure high academic standards, and a model for maintaining the values of a liberal arts education within the distance learning student experience. Presenters at the second workshop, "A Strategic view of Information Systems at Walsh University," offered possible strategic technology initiatives. The intent of both workshops was to seek faculty input on e-Learning environments that aligned with their needs, the University's mission and culture and the needs and styles of our student learners.

The extraordinary growth in online enrollments in the SPS Program, the expansion of distance learning courses to the main campus, the development of hybrid courses, and the implementation of two graduate degree programs in nursing in a distance learning format, present both challenges and opportunities for the University. If the e-Learning undergraduate programs are to continue the pilot phase, the University will need to address the feasibility of continuing its dependence on OCICU, or implement its own fully-functional online program. If the collaboration with OCICU continues as the University's primary mode of delivering distance learning, to maintain academic integrity of the courses, division or school oversight for vetting courses needs to be developed, and how the courses are achieving the student learning outcomes in the programs for which they fulfill requirements must be assessed. If internal delivery and development is the preferred option, the University will need to develop a platform and infrastructure for delivery, to train faculty in developing and instructing online courses, and to create policies and procedures supporting online learning environments. Implementation of the Division of Nursing graduate programs will require close monitoring of the impact and effectiveness of the learning platform and environment, and careful assessment of student learning outcomes to determine if these are achieved at the same, consistent high level evidenced in current Nursing programs. All activities will require a commitment of financial and human resources, including faculty already carrying full workloads.

Technology Support for Learning Environments

Instructional technology has significantly improved from Walsh's early years of chalk, a blackboard, felt erasers, and overhead projectors. Today, access to the Internet, course management software, specialized computer laboratories, podcasting, clickers, laptops, desktops, and wireless technology are commonly used tools that support learning environments in and beyond the classroom on all Walsh campuses.

A general consensus of best practices for delivery of pedagogy to today's traditional students includes methods to actively involve them in learning through the use of technology (internet, blogs, chat rooms, simulation software), through social interaction (group activities and/or projects), and through experimental learning (activities outside of the classroom). Walsh University uses the SAKAI course management system to create that learning environment in undergraduate and graduate education. SAKAI, an open source set of software tools designed to help instructors, researchers, and students create websites for collaboration, enables professors to post resources, administer tests and quizzes, and use video and voice recorded messages for students. Using a web browser, users choose from a set of features to create a site that meets their needs. Sakai is primarily used by faculty as a course management system. Students are able to post their homework, and view their feedback comments and grades on each type of assessment (test, quizzes, projects, etc.).

A significant thrust to improve the availability of instructional technology on the main campus and at the School for Professional Studies began in 2002-2003. Now all classrooms include an instructor computer with internal and internet access, VHS and DVD player with re-projection LCD projection onto a large ceiling-mounted screen and remote control from anywhere in the classroom. The campus now houses 17 computer labs with over 300 computers. New technology such as student response systems ("clickers") have been trialed and are under consideration for classroom implementation. Outside of the classroom, the University has increased the number of computer laboratories across campus that can be utilized for independent student activity and learning.

In addition to the classroom, new technology is also available in residence halls and common areas across campus; students review their professors' notes, take quizzes, and submit assignments all from the comfort of their laptops thanks to Walsh's wireless technology infrastructure. Walsh has comprehensive wireless coverage in several main campus buildings and remote campus locations. The Barrette Business and Community Center, Farrell Hall/Library complex, and the Medina campus are wireless enabled hotspots. The long range plan is to have comprehensive wireless coverage at every Walsh location by 2010.

The library has made a significant investment in electronic library services. This investment has resulted in increased availability of several hundred databases, tens of thousands of periodicals, and almost 100,000 e-Books available online to support both student and faculty research.

3d.The organization's learning resources support student learning and effective teaching.

4c.
The organization
assesses the usefulness of its curricula to
students who will live
and work in a global,
diverse, and
technological society.



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TK20 is an Internet-based tool used to assist teaching, learning, assessment and job procurement designed for the needs of future educators. The Division of Education adopted TK20 in the summer of 2006 and has become one of only two institutions in the state of Ohio to use the tool. TK20 enables faculty to post and grade assignments online as well as aggregate electronic portfolios and track and manage field experiences and clinical practices to record a teacher candidate's progress through every phase required for licensing.

The Physical Therapy Division has built a state of the art motor function laboratory with leading-edge technology that is used to conduct research, perform clinical trials to help a patient or health-care provider develop a rehabilitation intervention plan, and to provide an important teaching tool to facilitate students' learning.



The Physical therapy Division's motor function lab is truly a "hands-on" learning environment.

The lab was constructed specifically for movement analysis and features such sophisticated equipment that has infrared video cameras, powerful computers and a specialized floor with built-in force plates.

Podcast technology is being utilized by Walsh's Admissions Department for recruiting prospective students. Walsh's Marketing Department developed the "In Their Own Words" podcast series. The podcast series, located on Walsh's website, provides a personal way for faculty from each academic division or school to offer insight

as to the content of their programs. Marketing and Admissions also teamed up to exploit the streamlining video phenomenon. Student-guided residence hall tours can now be viewed online via the Walsh website, giving prospective students one more way to get a "real" feel for the campus.

According to survey results (HERI 2008), while most of the faculty feel that there is adequate support for integrating technology into teaching, only a little more than half use the internet for student assignments, most did not utilize available features (example: electronic quizzes), and few faculty have taught a course exclusively on the Internet. Less than half of the faculty surveyed stated that they utilize group projects in their courses, and one-third of the faculty surveyed indicated that the courses they taught did not contain experiential learning or field studies. Almost half of the faculty indicated that extensive lecturing was in all or most of the courses they taught. In order to demonstrate improved learning, it is imperative that faculty entertain and implement pedagogies that are based on a learner-centered environment in order to meet the needs of today's learners. Therefore, efforts that encourage involvement of faculty as learners in order to develop best practices for effective teaching and learning in a learner-centered environment should be implemented.

2c.
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Student perspectives related to effective teaching and learning are based on results of the National Survey of Student Engagement (NSSE) that was administered in 2006, 2007, and 2008 to a random sample of first-year and senior students at Walsh University. In contrast to the faculty perspective, students stated that they often used electronic media (listserv, chat group, internet, instant messaging, etc.) to work on projects or papers. This supports the integration of technology into this generation's lifestyle and should encourage faculty use of technology as an effective teaching modality. The students also indicated that the University contributed "quite a bit" to their information technology skills. Most students indicated that they had participated in class presentations and sometimes worked with other students on projects during class and outside of class. In terms of educational experiences, seniors were more likely than freshmen to participate in a practicum, internship, or clinical experience, in community service, in a learning community, or in a research project with a faculty member.

The Office of Academic Affairs is investigating the use of e-Portfolios for undergraduate students and assessment support software for graduate and undergraduate programs. In 2008 an E-Portfolios Advisory Group was formed to explore various tools. The needs identified by the group were: a common medium for collecting course assignments and projects, a vehicle for capstone course review and other assessments by the faculty, and student access to electronic portfolios showcasing their work to prospective employers during the recruiting process. The Advisory Group reviewed and ultimately identified two e-Portfolio packages, Task Stream and Livetext, as possible options. The Advisory Group is in the process of seeking feedback from various academic campus consistencies to formalize required parameters and in April 2009 invited the faculty to review the websites of the two identified candidates.

Challenges for achieving 2007-2010 Strategic Goals 2.e and 2.f include:

- continued education and training for all users of technology in its various applications across learning environments.
- available and accessible real time support for users.
- continued encouragement and support of faculty to embrace technology as a tool to support active, engaged student learning.
- identifying software to support assessment activities and assessment feedback to students developing an efficient, cost-effective and reliable platform to support distance learning.

Structured Education Program

The Structured Education Program began in 2003 and has been instrumental in raising freshman retention rates. Now in its fifth year, SEP operates as four learning communities providing academic instruction and support in remedial math and English for first-year students at risk because of their low ACT composite scores and high school GPAs.

The organization creates effective learning environments.

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Along with four faculty and three peer tutors, each SEP community ("triad") contains 16 students taking a year-long math course, Math 109-1 and 109-2, (equivalent respectively to Walsh's Math 100 and Math 103 courses), a year-long, team-taught English course, English 111-1 and 111-2 (equivalent respectively to English 100 and English 101), and a semester-long course on developing college-level study skills and coping mechanisms (General Education 110). To keep the program unified all faculty teach from syllabi that require the same arithmetic and algebra coverage, major writing assignments, reading tutoring selections, and study skills topics.

Because SEP faculty believe that resources outside the classroom must contribute to a student's entire learning experience, the program requires one-on-one tutoring during both semesters of math and writing, reading tutoring over five pre-determined English 111 reading selections, and five counseling sessions during the fall semester.

SEP goals include:

- creating a peer tutor culture and acclimating students to it.
- creating close-knit, nurturing learning communities for students needing academic and social support.
- encouraging students to develop a reliance on peers for academic and social support.
- fostering close academic relationships between faculty and students by keeping student-faculty ratios low.

The Structured Education Program began in fall 2003 as one section of a study skills course designated as English 110. With fall-to-spring and fall-to-fall retention successes for students who had taken the course, the program piloted English 111 as a second required course. This two-course arrangement continued to fall 2006 when Math 109 was added. SEP had 20 students in its pilot year, and from 2004 to present it has averaged 53 students per school year. As numbers of incoming freshmen have increased, so has the SEP population, which is currently limited to 64 students per year. 2008 saw a major increase in SEP-qualified students, but space and staffing limitations kept the limit intact. Since demand is likely to remain high, 2009-2010 will see the addition of a fifth triad. Before SEP, fully one-third of Walsh's at-risk freshmen were leaving the University by the end of their first freshman semester, and by the end of their spring semester, one-half of the original cohort would leave. The first pilot group saw 18 students return in the spring and 14 return the following fall (both retention increases of 20%). The 2004 -2005 group had a fall-to-spring retention rate of 92% and a fall-to-fall retention rate of 79%. Subsequent years have seen an average of 67% of students admitted to the program remain from fall to fall. Responses from faculty and students reflect Walsh's commitment to at-risk students. Faculty taking the HERI survey agreed "Walsh takes responsibility for the educationally underprepared" with a frequency that placed Walsh in the top 1% of responding schools. Freshmen taking the NSSE survey agreed "Walsh provides support to succeed academically" at an equally high level.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.



Probation Program

The present system of working with probationary students was piloted in the 2005 spring semester. In this system students placed on probation are required to complete a study skills course unless they completed it successfully prior to their probationary status. Five counseling sessions are mandatory and tutoring is required in areas of weakness. Freshmen and sophomores on probation are required to take GE 110, Building College Literacy and Study Skills. The Director of Academic Achievement has oversight of the program. Since the pilot began, 396 students have been on probationary status for a least one semester: 290 began their college career as Walsh freshmen, 108 came to Walsh as transfer students, and 74 have been suspended for poor academic performance (50 who started at Nine of the students who began in the pilot Walsh and 24 transfer students). program have graduated and 129 are still enrolled at the University. Three former probation students graduated at the end of the 2009 spring semester and two will graduate in the 2009 fall semester. A complete review of probation rates since 2003 is available in (MJ: Statistical Data and Survey Reports "Academic Probation Reports." As of this writing, while the probation program has allowed students to extend their stay at Walsh, persistence to graduation shows only minimal improvement. Program personnel will begin a process of addressing when and in what order specific needs of probationary students must be addressed to improve graduation rates.

Honors Program: (http://www.walsh.edu/thehonorsprogram-1)

The Honors Program at Walsh University provides an interdisciplinary learning environment for academically gifted students who are pursuing a Bachelor of Arts or Bachelor of Science degree. The Honors curriculum contains challenging courses in the areas of world civilization, interdisciplinary research and writing, and world literature. In addition, two interdisciplinary Honors seminars in the junior year emphasize the connections among academic disciplines and demonstrate that knowledge in one area enhances understanding in many others. These courses are organized around a significant theme which changes from year to year and is teamtaught by faculty from two different disciplines.

Honors Program students have the opportunity to pursue academic excellence through active, creative learning under the guidance of faculty mentors who direct them in completion of a Junior Honors Project and a Senior Honors Thesis. One of the goals of the Honors Program is to create a community of scholars, and toward this end students in the Honors Program are assigned housing designated specifically for Honors students. The Honors Program further enhances the learning experience through co-curricular activities that encourage student involvement and presentations at the annual conference of the National Collegiate Honors Council, of which the University is a member.

As shown in the table below, since 2000 the number of students entering the Honors Program has increased 60%. Detailed information relative to admission and enrollment in the Honors Program can be found in the Walsh University <u>Fact Book</u>, 2009. In an effort to further increase the number of students choosing to

3c.The organization creates effective learning environments.



CHAPTER TWO CONTINUED

enter the Honors Program, incentives to incoming first-year students have been offered for participation in Scholarship Day and scholarship money provided to students entering and remaining in the Honors Program will be increased starting the fall of 2009.

Total Honors Students						
	2000	2008	Change 2000-2009			
	#	#	#	%		
Honors	60	96	36	60%		

In 2000 during the last reaccreditation, the Walsh University Honors Program was under the direction of a faculty member who received a ¼ time course release to do so. At that time there was limited course selection for the Junior Honors Seminars and in some cases the Honors courses did not meet core curriculum course requirements. This placed an additional burden on students in the Honors Program by increasing the number of credits needed to fulfill core and major requirements along with Honors program requirements. Honors courses, as is currently done, were taught by faculty from different disciplines, and one faculty advisor was chosen to mentor each student during development of required research study. However, it was felt that more interdisciplinary faculty effort needed to be put into the program to enhance this learning environment and changes were made accordingly.

Revision of the Honors Program was a goal of the <u>Walsh University Strategic Plan 2007-2010</u>, which called for expanding "the scope of the Honors program by recruiting more students, making it more competitive, deepening its meaningfulness, and enlarging its appeal to all disciplines." Beginning in 2007 an Honors Committee, comprised of one faculty member from each academic division and chaired by the Honors Director, was restored to accomplish this goal. The committee began the task of reorganization by revising the mission statement of the Honors Program:

"The Walsh University Honors Program provides an enhanced, values-based educational experience to academically talented and highly motivated undergraduate students through an innovative, diverse, interdisciplinary curriculum in a collaborative and multidisciplinary community of scholars. The Honors Program experience develops leaders who pursue academic excellence, think critically, research independently, communicate effectively, and provide service to others in their field of expertise and the wider community."



During the 2007-2008 academic year the Honors Committee revised the Honors Program to create a learning environment that provides more faculty involvement in mentoring students during the completion of both the junior and senior projects. Students are required to apply for their junior and senior projects, and the Honors Committee reviews and approves the applications. The Senior Honors Thesis consists of a written paper and oral presentation, and the Honors Committee developed rubrics to evaluate consistently both parts of this project. Faculty

Improved Learning

interaction with Honors students during the Senior Honors Thesis experience has been increased by using two faculty members who serve as an advisor and a reader respectively for each Senior Honors Project. This new format has provided more effective mentoring of Honors during the year-long thesis experience. Over the years the Senior Honors Theses have covered a wide range of topics that correlate with the many majors and interests of Honors students. Beginning in 2009 selected theses (as approved by the Honors Committee with the permission of the student author) will be electronically archived through OhioLINK. Also the Honors Program requirements are now aligned better with the General Education requirements, so almost all Honors students can "double-dip" their Honors courses as General Education courses.

Continuing the process of reorganizing this program, in November 2008 the committee finalized both program goals and student learning outcomes that will be used in assessment. Assessment of the Honors Program program goals and student learning outcomes is the responsibility Program Director and Honors Committee. The Honors Program assessment plan is available in the <u>Student Learning Outcomes Assessment Report for Non-Accredited Programs</u>, 2008-09, Volume 1 (RR).

Program goals for the Honors Program include:

- To offer an innovative, cutting edge curriculum designed to reinforce the Walsh Mission.
- To produce a collaborative community of scholars.
- To offer a diverse curriculum.
- To offer an interdisciplinary curriculum.

Student learning outcomes for the Honors Program include:

- Graduates of the Honors Program will have demonstrated academic excellence.
- The Honors Program will produce students who can think critically.
- The Honors Program will produce students who can research independently.
- The Honors Program will produce students who can communicate effectively.
- The Honors Program will produce students who provide service in their field of expertise and the larger community.

The final task of re-organization to be undertaken during the 2008-09 academic year 2009 was rewriting the bylaws to more accurately reflect the present program. Academic Assembly approved the new by laws in February 2009 (AP#16: "Honors Committee By-Laws"). Historically the Honors Committee was a subcommittee of the Instruction and Academic Policy Committee (IAP). IAP, a governance committee, did not have administrative oversight of the Honors Program. Therefore, the by laws were changed to reflect administrative oversight similar to that of an academic division. Today the Director of the Honors Program manages the program with advice and counsel from the Honors Committee. The Director reports to the Dean of Instruction with additional oversight provided by the Provost and President.

4c.

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

3a.

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



CHAPTER TWO CONTINUED

3a.

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

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.

The organization creates effective learning environments.

One of the significant responsibilities of the Honors Committee is to collaborate with the Scholarship Committee, the Office of Enrollment Management, and other volunteer faculty to participate in Scholarship Day each February. On Scholarship Day teams of faculty interview over 100 potential Honors students and award all scholarships requiring participation in the Honors Program.

Annual Philosophy-Theology Symposium, 1976 – Present

The Walsh University Philosophy-Theology Symposium is the only continuous academic program of its kind at Walsh University. It is a contemporary adaptation of a medieval tradition called the "Disputed Question." The annual program focuses each spring on a different topic. The symposium itself features an address by a renowned scholar or creative artist, accompanied by either a panel discussion or a commentary on the artist's work. The series also includes an artistic presentation as a means of either dramatizing the significance of the theoretical issue in human affairs, or of showcasing the featured artist's creative talent. In each spring semester a team-taught course, usually between a member of the theology faculty and a member of the philosophy faculty, addresses the "Disputed Question," and the Symposium itself is an integral part of the learning experience for the students enrolled in the class.

The original idea germinated in the fall of 1975 when the Symposium's founder and director, Dr. John G. Trapani, Jr., engaged in a series of conversations with a member of the Psychology Department concerning the "Free Will v. Determinism" debate. As the idea of producing a symposium or "Disputed Question" on the topic took shape, several distinctive and lasting features developed: 1.) the Symposium itself would be interdisciplinary, to the extent that the topic might allow; 2.) as a "Disputed Question," the Visiting Scholar would have respondents and/or students challenge his or her position; 3.) the students would prepare in advance of the symposium by enrolling in the seminar course studying the Symposium topic; and 4.) the theoretical issue engaged by the Symposium would be complemented by some art form that reflected the practical importance of the issue in a dramatic and often poignant way.

Over the past 34 years the list of visiting scholars represents an impressive array of outstanding national and international (mostly) Catholic scholars, and as such, these symposia have contributed in a significant way to reinforcing the University's mission.

Service Learning Program: (http://www.walsh.edu/servicelearning)

Service learning is a pedagogical tool used to enhance teaching and learning. A form of active learning, service learning takes theory (classroom work) to practice (community work) and in return provides needed services to the community and depth to classroom discussions. Walsh University requires every student to complete at least one, three-credit-hour, service learning course during his/her undergraduate degree. The Service Learning Program at Walsh University adheres to the American Association of Higher Education definition which defines service learning as a method under which students learn and develop through thoughtfully organized service that:

- Is conducted in and meets the needs of a community.
- Is coordinated with an institution of higher education and with the community.
- Helps foster civic responsibility.
- Is integrated into and enhances the academic curriculum of the students enrolled.
- Includes structured time for students to reflect on the service experience.



Habitat for Humanity is just one of numerous service opportunities available to Walsh students

In keeping with the Walsh University mission to educate "leaders in service," service is an important part of both the academic and extra-curricular experiences of students attending Walsh. This section of the <u>Self-Study Report</u> reviews the role service learning plays in the school's General Education Program. Since the Self-Study has identified service to others as a distinctive quality of Walsh, additional discussion regarding how service permeates the activities of the campus community occurs in the Self-Study chapter on "Articulating the University's Distinctiveness." Additionally, the service learning experiences specific to academic divisions or programs are collated in the Appendices (AP#25: "Service Learning Across Academic Divisions").

In 2003 the General Education Requirements Task Force (GERTF) established a Service Learning Task Force to research the idea of adding service learning to the General Education curriculum. Beginning in fall 2005, with the implementation of the current General Education requirements, service learning became part of the General Education curriculum, under the supervision of the Director of Service Learning, a faculty member with release time to direct the program. The first

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.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.



CHAPTER TWO CONTINUED

official service learning courses were offered in the fall of 2006. Subsequent course offerings are indicated in the table below. Every division on campus offers at least one service learning course throughout the year. The assessment plan for Service Learning courses is available in the document, <u>Student Learning Outcomes Assessment Report for Non-Accredited Programs</u>, 2008-09, Volume 1 (RR).

Service Learning Section Offerings						
AY	Fall	Spring				
2006-2007	11	13				
2007-2008	28	22				
2008-2009	24	25				

Further evidence of the University's commitment to service learning was the appointment of a full-time Director of Service Learning in July 2008 whose leadership has resulted in enhancements to the program in the areas of administration, resources, and outreach. Administratively, many changes have been made to service learning. As of November 2008 there are now criteria for courses that wish to be designated service learning and a process for that designation. Approved service learning courses are listed in the undergraduate catalog, and are identified in course schedules and transcripts with the designation SL. The criteria were created as a result of the need to have a minimum course standard, and were drafted in coordination with faculty and administrators. Another important legal element is waivers of responsibility for travel associated with service learning. Faculty members were eager to have this protection in place and a system for maintaining student waivers has been implemented. Finally, the Service Learning website was updated to provide electronic access to information for all stakeholders, including faculty, students, and community agencies.

Resources for faculty are an important aspect of implementation. Beyond being able to utilize the Director of Service Learning for ideas, brainstorming, and support, the faculty now have access to a plethora of resources, ranging from reflective exercises and journal ideas to a database of community sites. Additionally, professional development opportunities are offered to faculty on a regular basis.

Faculty had the opportunity to participate in some workshops and panel discussions during May Days 2009 (AP#4: May Days Development Workshops for Faculty & Staff 2009). During academic year 2009-2010 the Director of Service Learning will be facilitating a Faculty Learning Community on Service Learning (AP#3: Faculty Learning Communities Program 2009-10). Professional development opportunities are meant to expand knowledge of research and best practices in order for the Walsh faculty to improve their practice of implementing Service Learning.

Community partners are critical to the success of Service Learning courses. The role of the community partner is to create an environment conducive to learning; orient and train the students; be a partner and co-teacher; communicate with faculty; and provide timely feedback to students. The Director of Service Learning has met with local community-based organizations to find out what their needs are in order to make future matches with faculty wishing to integrate service learning.

5d. Internal and external constituencies value the services the organization provides.

Many positive partnerships have been formed and the promise for continued partnerships is strong. Additionally, the Director of Service Learning has reached out to the campus community by presenting to academic divisions and working with faculty on an individual basis. Over the years Walsh University has been fortunate to work with numerous community partners, some of which have included: Belden Elementary School, Compton Elementary School, Indian River Juvenile Correction Facility, Stark Regional Community Corrections Center, St. Bernard's, Hammer and Nails, Refuge of Hope, Meals on Wheels, Camp Mowana, and many area churches which have health ministries. Walsh's further commitment to service learning is evidenced in the University's partnership with the Ohio Campus Compact, a network of colleges and universities sharing service learning as a common goal. Finally, collaboration with Mount Union College and Malone University has expanded the opportunities and possibilities for service learning practice by giving our faculty development opportunities as well as an expanded network for consultation.

Service learning has continued to gain momentum based on the foundation laid by its trailblazers. During the fall 2008 semester enrollment in service learning courses reached 301 students and involved over 20 community-based agencies. In spring 2009 enrollment grew to 412 students who worked with over 26 community-based agencies. Additionally, eight faculty members new to Service Learning became involved by offering Service Learning courses during the 2008-2009 academic year. Students demonstrate learning via class discussions, reflective journals, papers, projects, and campus presentations.

While many enhancements have been made to the development of service learning at Walsh, there are certainly areas for improvement. The Director of Service Learning has begun to develop an assessment plan for understanding the impact of service learning on students. The assessment is scheduled to begin in fall 2009. Beyond assessing student impact, there will need to be assessment of impact as related to the faculty members and community partners. Communication and awareness on campus are an important next steps in bringing service learning to a more prominent place. Efforts to spotlight projects, courses and faculty will help bring understanding and awareness to the effects of service learning. Additionally, a service learning newsletter may help keep constituents informed of changes, Course consistency is needed. Some divisions opportunities, and events. consistently offer a particular course as a service learning course. This allows students to appropriately plan out their four years in order to meet the General Education requirements. The future of service learning should include each division consistently offering a particular service learning course while still leaving room for unique courses that arise due to community needs and new ideas.

Beyond the areas through which the Director of Service Learning will be able to engender change, there are some institutional challenges which limit service learning. While many faculty members are interested in service learning, the teaching load and administrative responsibilities appear to limit the expansion of service learning and the ability to focus on assessment and improvement of current service learning practice. Service learning is a time consuming endeavor which alters classroom dynamics and faculty tasks. There are many resources which make implementing service learning easier; however, there has to be time to take

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.

2a. The

The organization realistically prepares for a future shaped by multiple societal and economic trends.

CHAPTER TWO CONTINUED

advantage of the resources. Faculty members want to improve their teaching but often lack time to research and experiment with new pedagogies. In order to be better practitioners of service learning, Walsh will need to examine critically the teaching loads of faculty engaged in service learning. Despite these limitations, there is a strong culture of service learning at Walsh. In the 2008 HERI survey faculty were more likely to agree "courses involve students in community service," "students are committed to community service," "students are in community service," and "community service is part of coursework" than faculty at 99% of faculty in the HERI universe. This was the strongest cluster of positive responses that differentiated Walsh from all HERI participating schools.

Global Learning Program (http://www.walsh.edu/globallearning)

The history of study abroad/international study/global learning at Walsh University began in 1998 when Walsh was invited to join the Cooperative Center for Study Abroad (CCSA), a consortium of universities running study abroad programs to English-speaking countries. Walsh appointed a faculty member to serve as CCSA Campus Representative (CCR) and Walsh's representative to the CCSA Board of Trustees. CCSA has a well-defined approval process which involves application by an interested faculty member and approval by the appropriate division chair and the CCSA campus representative who assists the faculty member in course development. A typical course is three credit hours delivered in a two-to-four week window. CCSA approved courses are offered abroad in various locations and students from Walsh enrolled in CCSA courses join students from other universities.

From 1998-2006 the CCR was the *de facto* international study coordinator on campus. In addition to recruiting students and faculty for CCSA programs, he counseled and assisted students interested in pursuing study abroad experiences from outside providers such as Arcadia University, Butler University and St. Louis University. During this period the CCR facilitated the participation of three to five students each year in CCSA programs and advised two to three additional students a year, one or two of whom participated in a program from an external provider. Additionally there were some students who arranged their own participation in external programs without assistance or consultation from the CCR. As part of his responsibilities as a CCSA Board member, the CCR served as on-site Director for a number of CCSA programs. Walsh University continues to maintain an effective collaborative relationship with CCSA. Walsh's membership in CCSA continues to offer teaching and learning opportunities for our faculty, staff, and students in English-speaking sites throughout the world.

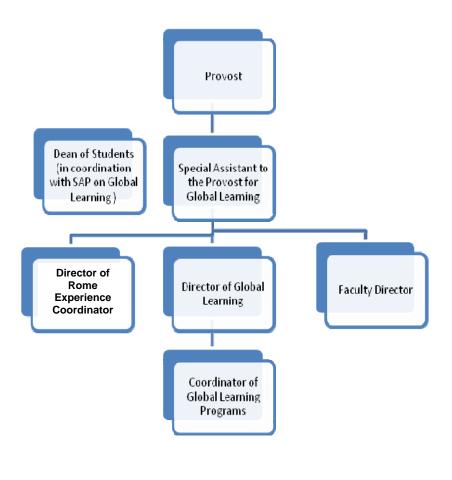
In spring 2006 President Richard Jusseaume established the International Study Task Force to explore possible initiatives with Global Learning (MJ: Strategic Planning, "President's Task Force Reports 2006"). The Global Learning Program as it exists today is partially a result of the findings of that Task Force. The beginnings of a formal infrastructure supporting Global Learning began in fall 2006 with the creation and staffing of the position of Director of International Programs and Services (DIPS) within the Office of Student Affairs who had responsibility for both international admissions and University sponsored study abroad programs. The work of the DIPS, Robyn Brown, was foundational. She developed documentation, processes, and strategies to support study abroad and prepared students for the

3c.The organization creates effective learning environments.

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

experience. She developed handbooks, informational materials and packets, a rational process for student participation, and the beginnings of the assessment used today. Recognizing the challenges of her efforts in developing and administering a Global Learning Program, the University reconfigured the position During the 2008-09 academic year the administration of the Global Learning Program saw additional significant reorganization. The University created the full-time position of Director of Global Learning within the Office of Academic Affairs who had oversight of the experiences of Walsh students studying abroad, while the responsibilities of the Director of International Programs and Services would remain focused on international students studying at Walsh. The initiative to create the position of Director of Global Learning (DGL) came from the University's desire to remove Walsh programs from the image of "study abroad" as a release/ vacation/adventure to "global learning" as a thoughtful, intellectual experience in culture-immersion led by Walsh faculty. As the scope of the program quickly grew, in January 2009 the Provost created an additional position of Special Assistant to the Provost for Global Learning and eliminated the DIP position, which had considerable redundancy with the new DGL position. The DGL now reports to the Special Assistant to the Provost for Global Learning and has responsibility for the academic components of the global learning experience. The evolving infrastructure and appointments reflect the University's commitment to its mission "to educate students to become leaders in service to others through a values-based education with an international perspective." The following organizational chart shows the position of Global Learning in the University infrastructure today.





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Today the main locations for the University's Global Learning Program are Uganda and Rome, although additional study abroad opportunities have occurred in El Salvador and Bosnia-Herzegovina.

Rome Program

In 2005 President Jusseaume entered into agreement with the Brothers of Christian Instruction in Italy to renovate and rent a facility at San Giuseppe Institute in Castel Gandolfo which serves as the headquarters for Global Learning in Rome. resident Brothers, Mario Farino, coordinated the renovation of a facility on the grounds to serve as Walsh's newest campus, including living space, classrooms, offices and a computer lab. Completed in summer 2007, the renovated building was named Casa Mennesiana. The campus also boasts a dining area where authentic Italian meals are provided by a nearby order of nuns through an arrangement with the Brothers. Casa Mennesiana provides a "home away from home" for Walsh students and faculty learning together in Rome. University offers a 12-credit-hour experience in two eight-week fall semesters, one eight-week spring semester, and a four-week summer experience. The curriculum includes two Humanities courses (HUM 225, "The Art and Culture of Rome," and "Beginning Italian," and a fourth course HUM 325, "Stories and Traditions"), specially designed by the faculty Director in residence at the time. The MBA Program delivered a three-credit course, "International Business," as part of a two-week experience in 2007 and will offer a course in Marketing Management in 2009. The Rome campus is supported by a Rome Experience Coordinator who joined the program in 2007 to manage program logistics and serve as the Walsh Student Affairs representative. The Rome Experience Coordinator, who initially reported to the Dean of Students, now reports to the Director of Global Learning. The Coordinator works with a resident member of the Brothers of Christian Instruction at Castel Gandolfo who acts as building director of Casa Mennesiana. This unique partnership allows Walsh to provide affordable housing and meals to Global Learning participants.

3c.The organization creates effective learning environments.



The history and culture of Italy are the text for students studying at Walsh's Rome location.

Uganda Program

This section of the <u>Self-Study Report</u> reviews the study abroad program in Uganda available to Walsh's undergraduates. The Master of Arts in Education Program that the University offers there through the Kisubi Brothers Centre of Uganda Martyrs University is reviewed in the Self-Study chapter titled, "Articulating the University's Distinctiveness." The Higher Learning Commission will conduct a site visit to Kisubi to review the MAED program as part of the University's 2009 accreditation review.

The Uganda program was developed in conjunction with Br. Francis Blouin, current Director of Kisubi Brothers Centre of Uganda Martyrs University, Walsh University's third President, and a member of the University's founding order. The program was established in conjunction with the Kisubi Brothers University Centre located in east-central Africa. Learning outcomes for the program are delivered through courses taught at Walsh University (prior to departure and upon return) and at the Kisubi Brothers Centre. The course curriculum helps to provide a sociological perspective on culture, social institutions, diversity and inequality, while allowing students to interact directly in service learning projects with east African students.

The groundwork for the Uganda program was laid in 2005 when two faculty members from the Division of Social and Behavioral Sciences, Drs. Penelope Bove and Shauntey James, visited Uganda to explore global learning opportunities with the Uganda Martyrs University. Two years later Drs. Bove and James, along with Dr. Linda Barclay, Director of the graduate program in Counseling and Human Development, and eight Walsh students, traveled back to Uganda to launch the program which is beginning its third year offering six-credit hours in two courses over three weeks. The primary focus of the experience is to allow students the opportunity to engage in service learning that meets the needs of the local community. Courses are team taught by Walsh and Kisubi faculty with Ugandan students learning alongside the visiting Walsh students. Students engage in activities that immerse them in Ugandan culture. Walsh University students work directly with the Mbabballi Memorial School to help refurbish school facilities as well as engage children in sports activities and explore gender issues. In addition, Kisubi and Walsh students have visited Meeting Point International, a community for women and children with HIV/AIDS to provide support for facility improvements.

4c.

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





Service is at the heart of the University's global learning programs in Uganda.

CHD Workshops for Gulu Archdiocese (Uganda)

Counseling & Human Development Program faculty members have provided two training workshops for the Archdiocese of Gulu (Uganda) staff and affiliates, the first in August, 2008, and the second in May, 2009. These workshops were developed in response to a request from the Archbishop of Gulu for assistance in developing the human resources needed to address the enormous mental health needs of their people who have been affected by over 20 years of internal wars, child abduction, random killing, and torture, and the ongoing traumatic experiences of internally displaced persons in northern Uganda. The goals were twofold: 1.) to increase participants' understanding of critically-related counseling topics; and 2.) to increase their knowledge of related counseling techniques and processes. A related broader goal involved gaining information about further needs for training and identifying how best to address those needs.

The first workshop included two weeks of training on trauma and trauma counseling, and grief and loss counseling. The Gulu Archdiocese identified 20 participants and 19 completed the training. There were an additional 20-25 students in the Counseling certification program at Kisubi Brothers University Centre (of Uganda Martyrs University) who also participated. The second workshop focused on addictions counseling, and depression, suicide and crisis intervention counseling. This workshop included seven days of training and one day of program consultation with 30 participants identified by the Archdiocese of Gulu. Many of the participants in this workshop had completed the previous year's workshop.

3c. The organization creates effective learning environments.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Participants completed evaluations for the workshops and they also identified areas for further training. The evaluations were generally quite positive, and anecdotal reports from participants following the first training identified specific skills and interventions which participants were able to use in their work. Many participants also reported gaining greater understanding of how trauma, grief and addictions affect people (themselves included), and identified how this had changed their perceptions of individuals who suffer with these issues. The Archdiocese would like to expand the training program to include basic skills for clergy, headmasters, etc., and continue in-depth training by developing an advanced counseling skills workshop for those who have already received training. Both workshop experiences were also learning experiences for the Walsh faculty who participated. Faculty learned to understand the cultural context better and learned to understand better the training needs of various Archdiocesan groups.

El Salvador

In October 2005 the bishop of the Chalentenango Diocese in El Salvador visited Walsh University bringing with him pastors of the parishes in his diocese that were sister parishes to parishes in the dioceses of Youngstown and Cleveland, Ohio. As a consequence of his visit, in January 2006 Walsh sent a faculty member and the Director of Campus Ministry to El Salvador to explore the possibilities of connections with parishes and Oscar Romero University in the diocese of Chalatanango. In the summer of 2006 the then University Chaplain, the Provost, and a Spanish instructor visited El Salvador and finalized a sister-parish relationship with Santiago Apostol parish in La Laguna. The connections established by these visits resulted in development of an undergraduate Global Learning program for El Salvador in summer 2007 which involved a Spanish language faculty member who offered two, three-credit courses to six Walsh students. Though contacts still remain in El Salvador, Global Learning programs to this region are temporarily at a standstill. The faculty-driven program was not sustainable without the leadership of the faculty member who resigned. During the 2009-10 academic year a Campus Ministry task force is planning to pilot a new mission trip to La Laguna in El Salvador to explore reestablishing Global Learning opportunities in that country.

Other Global Learning Programs

Mrs. Terrie Jusseaume, wife of the President of Walsh University, has since 2005 regularly led trips for Walsh students and community members to Lourdes, France, Medjugorje in Bosnia-Herzogovina, and to Rome.

The organization creates effective learning environments.



CHAPTER TWO CONTINUED

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Future Challenges

The table below shows the enrollments in Global Learning experiences since 2006. Participation has increased from 46 to a projected 112, an anticipated increase of 143%.

Global Learning Program Participation								
	AY 06-07	AY 07-08	AY 08-09	AY 09-10*				
Rome Experience - Semester	-	37	24	45				
Rome Experience – Summer	10	10	14	15				
Rome Experience – MBA	10		7					
Uganda	8	10	9	9				
CCSA	8	4	1	4				
Other	6	8	15	25				
Non-Walsh Sponsored	4	1	4	4				
Total	46	70	74	112				

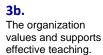
The Director of Global Learning has identified six major challenges to the continued growth of the Global Learning Program:

- Development of a Center for Global Learning that acts not only as a resource for students seeking Global Learning experiences, but as the University advocate for global/international perspectives through the curriculum.
- Enhanced student participation by including three different graduate programs running annually or biennially in the next five-year span and by adding programs that offer courses within the major in venues that accommodate student needs.
- Strengthening intra-University collaboration that includes information sharing, event cooperation, issue awareness, and interaction with academic programs.
- Increased diversification of Global Learning programs to include two-to four-week experiences led by faculty during summer and winter recess.
- Strengthening inter-University collaboration through association with consortia and/or University partners sharing similar missions and needs.
- Ensure sustainability of Global Learning through human, financial and other resource allocations sufficient to support program growth and development.

Since 2005 Walsh University has made a major commitment in human and physical resources to develop and sustain a vital Global Learning Program. It has quickly become one of Walsh's successes and a distinctive part of its identity.

Entrepreneurship Program

In 2007 and 2008 Walsh sponsored an Entrepreneurship Experience (EE) Program that provided students the opportunity to create and operate a real business. The program, partially funded by the Burton D. Morgan Foundation, was an entirely experiential learning environment. The EE program, lead by the Director of the Walsh University Leadership Institute, was not linked to an academic unit, curriculum or major. Student participants from various majors studied





entrepreneurship through mentoring relations with business owners and executives. They learned through that mentoring, attendance at various educational programs, and engagement in a variety of field experiences.

Students selected to the program underwent an EE Boot Camp and spent the summer studying various aspects of entrepreneurial endeavors as well as getting acquainted with business plan software. The students also attended a workshop at the Small Business Development Center to learn about local and regional resources, choosing the right business type, liability, zoning, naming the business, vendor's licenses, sales taxes, business planning, financing, and common start-up pitfalls. After the Boot Camp and introductory sessions, teams of students were formed (self-selected based on common business interest) each group had the task of solidifying its business plan. In the fall semester student groups were matched

with business mentors and each group received \$1,000 start-up funds implement its business by November.

January the groups unveiled their business plans and implementation processes to a panel of seven judges comprised of local entrepreneurs, representatives from the banking industry and Small the **Business** Administration. At that time a championship team was



Experiential learning puts theory to practice for the University's aspiring entrepreneurs.

declared. The winners received a \$1000 entrepreneurship scholarship.

The program and participants enjoyed many successes. EE students have been



Walsh's School of Business is committed to expanding its partnerships with area businesses.

invited speakers at various events including the Rotary Club. The first two years of the program were designed to introduce entrepreneurship and entrepreneurial training to the campus. External funding, unfortunately, has expired and the challenge now is to identify additional sources of funding and programming. Today the Center for Business Collaboration, housed in the School of Business, is exploring alternatives for continuing the work and success of the EE Program.

3c.

The organization creates effective learning environments.

4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.



CHAPTER TWO CONTINUED

LEARNING ENVIRONMENTS SUPPORTING STUDENT SUCCESS

First-Year Student Orientation

(http://www.walsh.edu/firstyearstudentprog.htm)

Beginning in 2000 Walsh replaced its former summer advising system with freshmen attending one of three day-long orientation sessions. Each session included a morning of English, mathematics, and foreign language placement testing, and an afternoon of information and advising sessions staffed by a faculty representative from the student's declared major. The faculty representatives advised and assisted students in developing their fall semester schedules. In the summer of 2003 the University expanded orientation to two days allowing testing to occur on each day and students to fill out information and preference sheets for This new approach allowed more information gathering and fall courses. explanation of programs to be given to incoming students. This also provided an opportunity for all students to stay overnight and experience collegiate dorm life and some of its responsibilities. The following week an *ad hoc* placement committee and the Registrar's Office met to create a fall schedule from the information generated at the previous weekend activities. This system has been modified periodically to give Walsh incoming students the best chance for success that the University can provide. The Registrar's Office processes the registrations and mails schedules to students prior to the start of fall semester. The testing and placement process was also improved. Faculty from the divisions of Language and Letters, and Math and Sciences identified computerized tests to replace paper-based tests and refined methods for establishing placements in English, math, and foreign language courses. An electronic database of placement results was compiled and made available for advising purposes.

3d.The organization's learning resources support student learning and effective teaching.

The current summer orientation program has been in place since 2006. The academic component of orientation (testing, placement, and scheduling) runs smoothly and efficiently and has been well received by incoming students and their families.

The assessment plan for the first-year orientation program's student learning outcomes is available in the <u>Student Learning Outcomes Assessment Report for Non-Accredited Programs</u>, 2008-09, Volume 2 (RR).

Academic Advising for the Traditional Student

3d.The organization's learning resources support student learning and effective teaching.

Student academic advising has a strong tradition at Walsh, one that supports the University's mission of "close student-teacher interaction." The academic advising process and procedures in place in 2000 differed little from those used in the previous years. Matriculated students were assigned to a faculty advisor from the division housing their major. Students were required to confer with their assigned advisor prior to registration in each semester to review academic status, degree requirements and progress, and course enrollment in the subsequent semester. The signature of the faculty advisor was required for registration in the Office of the Registrar.

In 2006 the University moved to online course registration with the introduction of the Cavalier Center. Academic advising continued as before, but today students have the option of registering in the Registrar's Office, or via the Cavalier Center which requires a Personal Identification Number (PIN) that students obtain from their faculty advisors during the advising session.

Use of the Cavalier Center has increased significantly since its inception. Usage statistics are available in the <u>Student Learning Outcomes Assessment Report for Non-Accredited Programs</u>, Volume 1 (RR).

Prior to 2000 little attention was devoted to the development of a University-wide advising scheme that might simplify the advising process and provide a template for the training of new faculty advisors. Increasing enrollments provided the impetus to explore a more comprehensive advising system. In response to the North Central Association's observed "need for opening the lines of communication between and among constituents" (RR: Report of a Comprehensive Evaluation Visit to Walsh University, 2000), a Retention Task Force studied the advising issue as a means to improve student contact and enhance retention. In 2002 the Academic Dean implemented a program called "CO-PILOT" which sought to create strong student-advisor relationships and to distribute more evenly the faculty advising load. The program also called for a reorganization of summer orientation and academic advising for incoming first-year students. The CO-PILOT program improved summer placement and advising, but did not sufficiently improve the advising system beyond the first-year students.

A survey administered to the student body by the Task Force in 2001 revealed the need for improvement in the advising system. The survey found that 43% of the 222 respondents felt that their advisor-advisee relationship was "excellent to above average," while 45% felt that this relationship was only average. The survey also found that upperclassmen were more likely to rate their advisor-advisee relationship higher than were freshmen who tended to rank their relationship as average. In response to these findings the Task Force developed a document entitled "Retention Tips for Advisors" which is in use today (AP#26). The document discusses a variety of advising topics and includes a list of contact information for University personnel trained in providing various forms of student support.

In 2002 a Coordinator of Academic Advising was appointed. The Coordinator created advising aids including a spreadsheet of traditional students which listed advisor names, locations and contact information, informed advisors of advisee midterm grades, distributed information and reports of interest to advisors, and acted as a substitute advisor if needed. The Coordinator also communicated with students providing timely reminders about the advising process and important advising and registration timelines. Today the advising system falls under the purview of the Dean for Academic Services, a position created in 2006, who also has responsibility for summer orientation and placement and advising of new freshmen. The Dean reorganized the advising system, redistributed advising loads, initiated a series of training workshops for faculty, and continues to offer faculty training May Days sessions.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

CHAPTER TWO CONTINUED

In 2007 the Dean for Academic Services formalized the goals and student learning outcomes of the advising program at Walsh University. These goals include assisting students in selecting majors suitable to their interests and abilities, enhancing their ability to plan their coursework strategically across the curriculum, and helping them make appropriate decisions affecting their academic success. Focusing first on the pre-nursing and undecided major population, the Dean for Academic Services began using a specially-trained core of 13 faculty to perform advising services for these students. In 2008 the Dean created a core of "intrusive advisors," three part-time, professional advisors who advise pre-nursing and undecided students and are able to investigate instructor concerns about a student's academic performance. Two more professional advisors were hired in summer 2009. As of fall 2009 all first semester freshmen will have a professional advisor. This process will operate as an "extended orientation" for the fall semester. Those with a declared major will move to their content advisor at the start of the spring semester.

While students have also benefited from the many other improvements to academic advising since 2000, concerns linger. One of these is the unevenness of faculty advising loads and the inconsistency in the quality of advising. The 2007-2008 HERI survey found that 52.2% of Walsh faculty reported that they advised students from 1 to 4 hours per week, while 23% reported working with students for five to eight hours per week (MJ: Statistical Data and Survey Reports, "Faculty Surveys"). Furthermore, attitudes toward and methods of advising differ widely among faculty, even within the same academic division. The issue of advisee-load inequity continues to hurt faculty views of advising, and advisee loads must be more equitably distributed, especially in light of the fact that a full 19.5% of Walsh faculty reported in the HERI survey that they performed no advising duties at all, while many other division members—notably those in the School of Business and in Education—have almost punitive numbers of advisees to handle. Finally, while 2006 and 2007 NSSE survey results found that a plurality of both first-year and senior students perceived Walsh's advising as "good" to "excellent," 2008 data expressed a downturn from "excellent" to "good" (MJ: Statistical Data and Survey Reports, "Student Surveys").

The advising system at Walsh continues to evolve. Improvements recommended by the subcommittee on "Demonstrating Improved Learning" include:

- Creating a team of professional advisors sufficient to advise all incoming first-year students through their first semester with reassignment of incoming first-year students (excluding nursing and undecided) to advisors in their major beginning in the spring semester.
- Assigning nursing students to advisors in their major at the end of their first year and undecided students when a major is identified.
- Making the content of individual advising sessions consistent across advisors.
- Instituting a program that trains new faculty.
- Increasing input from and communication with faculty advisors.

2c.The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous

improvement.



- Continuing May Days Advising Sessions.
- Collaborating with division chairs and school deans to explore avenues to engage all faculty in effective advising techniques.
- Publishing and distributing to students and advisors an advising handbook.
- Encouraging faculty involvement in training "pre-professional" advisors.

As of September 2009 the first two bulleted items in this list have been implemented.

Academic Advising for the Non-Traditional Student

The School for Professional Studies (SPS) employs professional staff members who are responsible for the academic advising of SPS students at its various locations. The SPS academic advisors maintain office hours that are conducive to the times the adult learners are on campus. Most often, students will schedule appointments with their advisors prior to the 6:00 p.m. class start time, or on Saturday.

Academic advising at the School for Professional Studies begins the first time a student converses with an admissions counselor. The admissions counselor evaluates transfer credits against the 124 semester hours required to graduate, then reviews options for completing required coursework. Upon acceptance to the program, students are given a formal degree plan which outlines the remaining requirements after transfer credits are awarded. The students are counseled as to course pre-requisites, options for testing out of courses and, if applicable, information on acquiring hours through the portfolio process for prior learning assessment. SPS adult learners are not required to sit with their academic advisor prior to registering for on-going coursework. However, because the academic advisor is responsible for completing student graduation audits, it is important to build close student/academic advisor relationships.

Academic advising at SPS has proven successful in meeting the needs of the adult learner. As the SPS continues to add programs and enrollments increase, it is expected that each campus will, as needed, hire additional employees to service the areas of admissions, academic advising, and retention.

Academic Support Center

(http://www.walsh.edu/academicresourcecent)

From 1986 to 2007 what is today the Academic Support Center was two separate centers operating in one physical space: the Learning Resource Center (LRC) provided subject-area tutoring and academic accommodations for verified disability students, and the Writing Center provided writing tutoring. In 2000 the number of student tutorials for both centers increased from 153 in the spring to 674 in the fall. Student use continued to grow, with an average number of tutorials per school year of 515 during 2001-2005. In spring of 2005 the centers acquired more space in order to address the increased numbers of tutorials and students seeking special assistance. This new arrangement helped to encourage more students to visit. Tutoring was beginning to play a larger role in University operations, and as

3d.

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

3d.The organization's learning resources support student learning and effective teaching.



CHAPTER TWO CONTINUED

Walsh's student population began to increase during the 2005-2006 school year, the number of students seeking academic help rose accordingly: 729 tutorials in 2005-2006, and 570 in 2006-2007.

Finally, in summer 2007, the two centers were united as the Academic Support Center (ASC) reporting to the Dean for Academic Services. During the 2007-2008 school year, ASC tutors conducted a record of 1,221 tutorials. Minority involvement -students providing and receiving academic help-increased from 10 to 20%, and tutoring became a central focus in keeping retention rates steady and in giving faculty support in their teaching tasks. Prior to 2007 the LRC tutors received no tutor training. The Writing Center tutors did receive tutor training by taking English 321A, The Composing Process. Since the fall of 2007 tutors for the Academic Support Center can be trained in one of two ways: 1.) take English 321A, The Composing Process, or 2.) take the non credit tutor training seminar, which is offered twice during the semester. English 321A is linked with the Education Division and follows NCATE standards. At the same time a more systematic approach to training tutors was implemented; this six-week training course ensured the identification of qualified tutors, and trainees were required to familiarize themselves with the Academic Support Center Tutor Handbook (RR), a set of tutoring rules. Also created was an additional lower-level tutor classification for tutors who work with students on-site at Walsh's School for Professional Studies campuses in Akron, Canfield, and Medina. Though the program is still in its beginning stages, SPS student participation has been high.

As for the future, a new Learning Commons has been imagined for the University, and the expectation is that a tutoring center will be part of this. With the student population rising, space will only continue to become more and more restricted as students come to the center for tutoring and special needs. Additionally the ASC needs more private areas that will allow students taking exams to have a quiet area in which to work, as well as providing space for groups of students who are attending group tutoring sessions. The ASC needs full-time assistants to deal with the constant influx of students into the ASC. Tutor contact needs to be improved, with more efficient ways to get information to tutors, such as tutor mailboxes, a feature made currently impossible by space limitations. Another innovation is to offer tutor training programs that lead to certification so that Walsh tutors can leave the University with credentials applicable to future occupations. The ASC could also offer a repository of technical learning where students can receive assistance with the more technical aspects of their educations, e.g., Web use, video editing, Sakai, and other on-line class management systems. Finally, a system is needed that allows students to sign up for tutors without coming to the center.



Edmond Drouin Library

Edmond Drouin Library Holdings – A Snapshot					
	2000	2008	% Increase		
Holdings					
Book Titles	97,441	108,218	11%		
Total Volumes	127,091	139,899	10%		
Microforms	8,557	8,629			
Audio Visual	1,839	2,904			
Paper Subscriptions	643	361			
Electronic Journals	10,000	42,414			
Electronic Databases					
Electronic Books	0	101,186			
Total full text journals, video, e-book and music, statistical, and digital media databases	28	219			
Source: Walsh University Fact Books, 2000-2008					

The physical, human and electronic resources of the Walsh University Library contribute significantly to the learning of Walsh University students. centrally located in Farrell Hall, is a comfortable, attractive space that houses its collections and provides computer access to its electronic resources, quiet group and individual study space, and a mini-lab for computers. Library staff is accessible, knowledgeable, and helpful. Holdings in total volumes and book titles have increased 10% and 11%, respectively, over the 2000 to 2008 period. growth in the collection of materials on paper has slowed because the library has adopted a "steady state" philosophy in which dated and obsolete materials are de-selected as new materials are added. Most of the growth is now in electronic resources, both journals and books, as shown in the table above. Library staff is available for in-library assistance and presentations, and classroom presentations as requested. In 2008 the staff delivered 76 presentations to 1,646 attendees in various venues and enhanced its webpage by adding an "Ask a Librarian" feature that provides a quick electronic response to user questions.

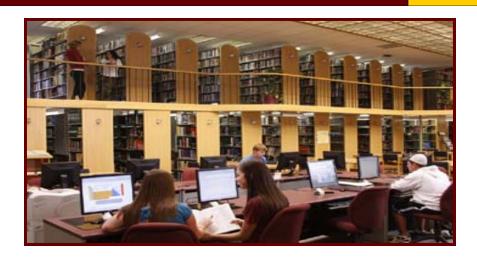
Sensitive to the need to assess its services, the Library periodically surveys users. The 2002 survey revealed dissatisfaction with the Library's e-Book Collection. In response the Library has since built its holdings in e-Books to 101,186 in 2008. Another major outcome in response to the 2002 survey's findings was membership in OhioLINK, a shared state catalog request system with dedicated courier service. Membership in OhioLINK provides access for users to databases at all participating institutions at a considerable savings to the University.

2b.

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

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



The Library is a welcoming space for collaborative learning and group study, but a 2007 survey revealed that the library did not offer sufficient space for these learning activities, and that the noise level accompanying these activities had become unacceptable. Library leadership used this finding to raise awareness of the need to increase space to accommodate these and other outside-the-classroom learning activities that use the library as a resource. A new space integrating a Learning Commons and Information Systems is now the main priority for new construction for which fund-raising has already begun.



Learning Commons

The Learning Commons will accommodate learning in multiple forms and formats—via research in print, digital databases and media and interaction with other learners. Spaces will be configured for formal and informal collaboration, media development and editing, quiet study and reflection, and help with close proximity for research assistance and technical support. Offices for Information Systems, with their public service desks, and the Academic Support Center, with its tutoring programs, will be located in the Learning Commons. More specifically, spaces will be created for: collaborative groups; collaborative groups using computer



databases or programs (multiple monitors with a shared keyboard will accommodate these groups); individual study in a convivial environment, individual study near others but quiet, individual study in isolated, quiet areas; comfortable chairs; café/lounge; workstations for scanning, color printing and adaptive technology; and one-stop-help for research and technical support.

Academic space for the Education Division is part of this building program, and a lab for media production will bridge the functional parts of the new building, serving both students in teacher preparation who need to learn media production so they can teach it, and faculty and students who will use the media production facilities for their own teaching/learning. The President and Advancement Office are actively engaged in securing funding for this priority project.

Today the number one priority for the next capital campaign is a Learning Commons, a space that will embrace new modes of curriculum delivery, accommodate student preparation and practice of presentations using technology, and additional space for quiet study, collaborative learning and student gathering.

Bioinformatics

Walsh University's bioinformatics major is one of a handful of undergraduate bioinformatics programs in the country. The bioinformatics major attracts students who are interested in biology, chemistry, mathematics, and computer science. Bioinformatics can briefly be defined as the application of computers to the analysis of biological data. This function has become essential in the wake of the human genome project, as well as other massive data collection efforts. Bioinformatics allows scientists to store, retrieve, analyze and visualize biological data by integrating mathematics, biological research and chemical principles with computing technology. The program trains students in the theory and application of mathematics and computer science to help interpret the massive amounts of information that are generated by biologist and chemists. The emphasis of Walsh's program is in teaching students to use bioinformatics tools to solve biological and chemical problems.

The bioinformatics program was initiated in 2004 with a grant that allowed Walsh University to build a state of the art bioinformatics laboratory. The computational engine of the bioinformatics laboratory is a 16-blade Beowulf cluster that has 30 satellite computers. Images of biological macromolecules are displayed on a 3D-projecter and viewed with 3D-glasses. The bioinformatics tools available to students for use in either classroom or research activities are programs for computational chemistry, molecular modeling, molecular dynamic, viewing molecular models, and aligning DNA and proteins. These facilities enabled Walsh University to participate in GRIDP, a collaborative program with the University of Cincinnati aimed at making bioinformatics tools available to a larger number of users and at making the tools easier to use. Walsh University faculty members participated in several video conference workshops and had an undergraduate student evaluate the designed tutorials. The bioinformatics laboratory is used to teach yearly offerings of Introduction to Bioinformatics, Bioinformatics Seminar, and Bioinformatics Applications. Three honor students have used the bioinformatics

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

40

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



CHAPTER TWO CONTINUED

laboratory while completing their research for their Honors theses and currently there are four students using the bioinformatics facilities for their research. The bioinformatics lab is also used to enhance the introductory biology and chemistry laboratories.

CO-CURRICULAR PROGRAMS

Multicultural Programs

Walsh University is committed to and believes that diversity should be embraced and celebrated. With this belief as its guiding principle, Walsh established the Office of Multicultural Affairs (OOMA: http://www.walsh.edu/multiculturalaffairs.htm) to foster awareness, understanding and sensitivity to the perspectives of groups who have currently and historically been subject to unfair treatment and perceptions due to their race, gender, class, and sexual orientation. The OOMA offers support services to under-represented groups to increase their chances of a successful academic experience. In addition, the office actively educates and promotes multicultural learning and development for the entire Walsh community. The OOMA encourages all students, faculty and staff to participate in its activities and services.



The University is committed to the academic success of all its students.

Closely aligned with the OOMA is Multicultural Academic Services (MCAS: http://www.walsh.edu/multiculturalacademi) whose mission is "to assist multicultural and international students with their transition from matriculation to graduation." The Multicultural Academic Services that the University provides include, but are not limited to, the following:

- Assisting students with academic advising and registration.
- Articulating the University's academic policies and procedures to students.
- Acquainting students with available academic resources.
- Provide <u>Cavalier Center</u> training sessions to students.

1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.



- Providing a forum for students to express their expectations, concerns and/or fears as they relate to their Walsh University experience.
- Training the S.W.A.T.S. (Students-with-an-Attitude-to-Succeed) Team (http://www.walsh.edu/swatsteam.htm).

Multicultural Academic Services and the Office of Multicultural Affairs host yearly multicultural and international Student Orientations (see photo below) and Fireside Chats. Although these events are specifically targeted to reach the University's multicultural and international student population, all students are invited to attend and participate. The dates for these events are published in advance of each session. Assessment of student learning outcomes for Multicultural Programs is available in the Student Learning Outcomes Assessment Report, Volume 2 (RR). The University's multicultural programs are a key element in Walsh's response to Concern 4 of the 2000 NCA site-team report: "The University must pursue vigorous programs to diversify the campus community" (See "Mission and Diversity" section of the Self-Study chapter, "Articulating the University's Distinctiveness"). The goal of a diverse community is also part of Walsh's current "Statement of Identity."



The University welcomes students from around the world.

EXTRA CURRICULAR PROGRAMMING

During the 2008-2009 academic year the Walsh University Student Government supported 58 different clubs and organizations. Many have an academic focus, like clubs in Philosophy, History, Science, Education, and Behavioral Sciences, and honor societies in Counseling, Education, Business, Political Science, Psychology, and Nursing. In addition the University offers a wide range of intercollegiate and intramural sports. A complete list of the University's clubs and organizations, honorary societies, intramural and intercollegiate sports is available in its web site at www.walsh.edu/studentorganizations.htm. Assessment of student learning outcomes for extra curricular programs is available in the Student Learning Outcomes Assessment Report for Non-Accredited Programs 2008-09, Volume 2 (RR).

3c. The organization creates effective learning environments.

SECTION III

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Institutional Assessment Efforts, 2007-2009

Walsh University recognizes its responsibility to create an infrastructure that promotes a culture of assessment and has taken steps to establish an assessment process. Over the past two years the University has been engaged in furthering that process. While there is much to be done, significant steps have been and are being taken. Described below are the assessment directions within the undergraduate curriculum. Assessment within the University's graduate programs is addressed in the chapter of this <u>Self-Study Report</u> on "Creating a Culture of Graduate Education."

Walsh University has recognized the importance of assessment in Goal 2 of its current Strategic Plan 2007-10 (AP#1). Goal 2 reads: "Walsh will support faculty as they engage students at all levels through innovative instructional strategies, new technologies, and a continued commitment to academic excellence and integrity." Towards this end, objective "d" of Goal 2 establishes the expectation that faculty will "Improve and document learning outcomes through formal and comprehensive assessment." In pursuit of this objective, in 2007 the University hired its first Director of Assessment. During Academic Year 2007-2008 the Director of Assessment attempted to identify the assessment activities that were occurring at the University and, with the site visit by the Higher Learning Commission in November 2009 on the horizon, the additional needs required for HLC reaccreditation and beyond.

In order to collect assessment information efficiently and in a standard format that would be appreciated by the HLC accreditation site-team, the Director of Assessment, Dr. Mary Gunn, developed a student learning outcomes (SLO) assessment report template for use by all units. She met with Vice Presidents, Deans, Division Chairs, and Directors to discuss the template, answer questions, Student learning outcomes assessment reports for and offer assistance. non-accredited academic programs were collected for Academic Years 2007-2008 into a Word file with supporting documentation in Excel files. These assessment reports were updated for 2008-09. Both reports (2007-08 Student Learning Outcomes Assessment Documentation for Non-Accredited Programs, Volumes 1 and 2, and 2008-09 Student Learning Outcomes Assessment Documentation for Non-Accredited Programs, Volumes 1 and 2) are available in the Resource Room (RR). On July 29-30, 2009, the University conducted its first Summer Assessment Retreat (See below) during which Division Chairs and members of the Faculty Program Assessment Committee (FPAC) evaluated the status of Walsh's current Thus by summer 2009 academic programs had had two assessment efforts. opportunities to document SLO assessment activities. Not all academic divisions complied. Since this was a new activity for most, there is still work to be done in closing the assessment loop (i.e., using assessment results to improve programs). In addition, the Director of Assessment developed a rubric which was used to evaluate the 2007-2008 SLO assessment reports (MJ: Assessment Reports, "Assessment Rubric"). Beginning with the 2009-10 academic year the Faculty



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



CHAPTER TWO CONTINUED

Program Assessment Committee (newly formed in January 2009) will have the responsibility for reviewing further and making recommendations regarding the SLO assessment report template and evaluation rubric, and will use both for the development and review of 2008-2009 SLO assessment reports completed in June 2009.

Accredited programs at Walsh University (i.e., Business [until 2007], Counseling and Human Development, Education, Nursing, and Physical Therapy) follow the assessment guidelines of their respective accrediting organizations. For this reason accredited programs were not asked to provide student learning outcomes assessment reports. Since Academic Year 2007-2008 Business is no longer accredited under International Assembly for Collegiate Business Education (IACBE) standards, but will apply for accreditation from The Association to Advance Collegiate Schools of Business, AACSB-International. The accreditation reports for Education (NCATE), Counseling and Human Development (CACREP), Physical Therapy (CAPTE), and Nursing (NLNAC) are available in the resource room and document the commitment of these programs to effective assessment.

In her "Executive Summary" of the 2007-2008 Student Learning Outcomes Assessment Documentation for Non-Accredited Programs, Volume I, the Director of Assessment noted, "For many, this was the first time that program student learning outcomes were identified and assessed. There appears to be a general understanding of what student learning outcomes are and the need to assess them." This document marked the beginning of a return to creating a culture of assessment within which the systematic measurement of student learning outcomes could proceed. The Director also noted that, in the first assessment of assessment at the University since the North Central Association site-team visit in February 2000: "One of the most important requirements of assessment is to describe how assessment results are used to improve a program. This step 'closes the loop' of assessment and is critical for improving the teaching-learning process." The student learning outcomes assessment documentation included here needs to more clearly show the connection between assessment results and how they are used to improve the program and, thus, impact the teaching-learning process." The Director's initiative to have all University programs identify their student learning outcomes continued throughout the 2008-2009 Academic Year, especially in working with the Director of Student Activities and Orientation to identify student learning outcomes pursued through the University's extra-curricular and athletic programs. This was especially important in honoring the definition of curriculum that the University (then Walsh College) adopted in 1990:

"The Walsh University curriculum is the sum of the learning experiences designed by the faculty and professional staff to educate students. These experiences occur in formal classrooms, intern and laboratory settings, as well as co-curricular and extra-curricular activities. The faculty and staff design the curriculum to reflect their convictions about higher education and to realize the charge of the mission statement. Aims outline behaviors realized over a lifetime, while goals outline behaviors demonstrated by graduation."



Improved Learning

CHAPTER TWO CONTINUED

Throughout 2008-2009 the Office of Student Affairs identified student learning outcomes for Athletics, Campus Ministry, Commuter Student Services, Counseling Services, Global Learning Programs, International Student Services, Intramurals, Multicultural Affairs, Orientation Programs, Residence Life, Student Support Services, and Wellness. These are also collated in the two documents: 2007-2008 and 2008-09 Student Learning Outcomes Assessment Documentation for Non-Accredited Programs, Volume 2, and Division of Student Affairs 2008-2009 Student Learning Outcomes Assessment (RR). As with academic program outcomes, prior to Academic Year 2007-2008 there was not a process for evaluating whether the student learning outcomes identified by Student Affairs were measureable, by what means, and how programs planned to use assessment data to "close the loop" of assessment.

Curriculum Assessment

An important committee at Walsh University is the Committee on Instruction and Academic Policy (IAP) which reviews and approves all undergraduate academic proposals for new and existing programs and curricula. It is the Academic Assembly's "gatekeeper" for undergraduate academic programs. One of the areas that must be addressed by those who bring proposals to IAP is Guideline 9, "Evaluation criteria and timetable; divisional & program assessment." Because there was not a template for addressing Guideline 9, the Chair of the IAP Committee asked the Director of Assessment to develop assessment questions that help faculty to understand what is required by the Committee and to identify those proposals that are not yet ready to be considered by the Committee because of deficiencies in their assessment plans.

The IAP added the following sentence to IAP Guideline 9: "Proposals for new majors, minors or programs or extensive modifications to existing ones should include goals, student learning outcomes and an assessment plan pertaining to the major, minor or program." The Committee believes that this sentence clarifies the original guideline which simply asked for "divisional and program assessment." As of the final draft of this report, there have not been proposals for new programs or majors submitted to the IAP since the new guideline went into effect.

In order to ensure that students receive an integrated, progressive course of study with articulated and measureable student learning outcomes, the Office of Academic Affairs has proposed a "Position Statement on Curriculum" that reads:

"The curriculum for any Major, Minor, or Program at Walsh University should be more than just a list of courses. Every curriculum should provide students with a structured experience; i.e., an integrated, progressive course of study with articulated and assessable student learning outcomes. Students undertaking any curriculum should be made aware of these outcomes. The curriculum itself should evince a clear sense of sequence, thus providing students, over time, learning experiences that build upon basic knowledge and skills as they move

4d.
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.



CHAPTER TWO CONTINUED

towards advanced proficiency. A curriculum should be the collaborative effort of the full-time and adjunct faculty. Every faculty member should be aware of how each course he or she teaches in a curriculum functions in achieving that curriculum's stated outcomes, and students should experience every curriculum as a whole greater than the sum of its parts. Towards this end, curricular connections among and between courses should be transparent."

One goal of the "Position Statement" is to ensure that the curricula of each and every academic program are cohesive and sequential rather than just a list of courses taken at random. Another goal of the Position Statement is for students to understand faculty expectations for academic success through the communication of clear and measureable student learning outcomes, and to understand that each course builds upon the knowledge and skills learned in previous courses. As of the final draft of this report the "Position Statement on Curriculum" has been approved by the Instruction and Academic Policy Committee, is currently being considered by Graduate Council, and will be voted on by Academic Assembly at its September 2009 meeting. The Faculty Program Assessment Committee and the Office of Academic Affairs consider this an important step as it is very difficult to conduct meaningful assessment of academic programs that do not meet the criteria described in the "Position Statement on Curriculum." Subsequent plans to improve assessment include developing a rubric that identifies whether or not an academic program is a cohesive curriculum or a list of unconnected courses.

An example of student learning outcomes assessment at Walsh University that continues to the present is the English 102 Writing Assessment Proficiency Exam which began in 1987 with a ten-year Gund Foundation Educational Grant for implementation of a Writing Across the Curriculum (WAC) program. The program was designed to introduce writing as a tool for improved learning across the An exit assessment exam that would measure the learn-to-write first-year composition program's effectiveness was developed. The test is administered in English 102 classes to assess summary skills, the ability to construct an argumentative research essay, and self-analysis of the writing process, all the foci of the English 102 curriculum. The tests are graded by two readers from a pool of English faculty. Evaluation of the writing tests is based on a descriptive six-point holistic rubric with three as the lowest passing score (Rubric: Summary, 1 point; Essay, 4 points; and Post-write, 1 point). Disagreements between evaluators are resolved by a third reader. Students whose scores are below three are required to enroll in an additional writing course (for example, Advanced Expository Writing) in their next semester unless an instructor exempts the student because the test response was not consistent with the student's written work throughout the semester.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



Improved Learning

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During the 1990s faculty began to use the assessment test as formative feedback for English 102 course revisions. As the WAC project ended, instructors moved to an in-class essay preparation model with several short argumentative papers. Since 2000 students who fail the assessment test are placed in one of three courses to more specifically address their individual weaknesses: Students with grammar and structure problems are placed into English 230, Literacy: Form and Function; students with summary issues or who are experiencing organizational difficulty are placed into English 240, Professional Writing I; and students with argumentative or rhetorical issues are placed into English 323, Modern Rhetoric. By 2004 the English faculty noted that three factors may have had an impact on the improvement of student scores on the assessment test: 1.) changes to the English 102 curriculum and its pedagogy; 2.) more accurate placement of students into freshman composition courses when COMPASS e-write replaced the in-house essay during summer placement testing; and 3.) the Structured Education Program (SEP) with its success in developing learning communities for highest-risk students (See the SEP section in Section II of this chapter). English faculty continue to use the assessment test to improve the English 102 curriculum.

Other examples of how academic programs at Walsh University have used results from student learning outcomes assessment are included in the latest accreditation reports of the University's accredited programs (Education, Nursing, Physical Therapy, and Counseling and Human Development) and in the 2007-2008 and 2008-09 Student Learning Outcomes Assessment Documentation for Non-Accredited Programs, Volumes 1 & 2 (RR). The following are some specific examples:

- In order to integrate the business curriculum, the School of Business created a Curriculum Committee in fall 2008 that has reviewed the literature for business curriculum integration and faculty embarked on a full curriculum revision in summer 2009.
- In order to improve case conceptualization skills, the Counseling and Human Development Graduate Program incorporated more casework in key courses, increased the number of courses with significant casework, and shifted introductory case conceptualization to its graduate course.
- In order to ensure that Sociology majors have attained the required student learning outcomes, a comprehensive review course and exit examination were developed to assess the content knowledge of majors.
- Besides the English 102 writing assessment test, formal assessments of the 400-level English capstone courses have been designed in response to the Division of Education's NCATE needs. In response to the Division of Nursing's concerns, Spanish courses for Health Care professionals were designed to address students' work with an increasing Hispanic population.



- In response to assessment of an International Law course showing that students were not meeting learning outcomes, the Department of Government and Foreign Affairs strengthened research and writing expectations through the development of a research and methodology course that gives students more exposure to research, writing, theory, and critical analysis.
- For the Division of Physical Therapy, a student clinical experience evaluation identified Pediatrics as an area of weakness for third-year students. Faculty determined that the timing and depth of content were not conducive to application in the clinical experiences so they are developing a proposal for the Graduate Curriculum Committee to make the Special Topics Course a mandatory Pediatrics course instead of integrating the content in several courses across the curriculum.
- In order to obtain student feedback about their learning experiences, the Division of Math and Sciences is developing an exit interview process for seniors.
- In the Global Learning Program, from fall 2007 to fall 2008, the Director of International Programs and Services (DIPS) used a student and faculty evaluation to assess the Global Learning programs. Faculty were asked about the success of their own courses and programs, about the degree of support from the University, and about their recommendations for improving future programs. Questions on the student evaluation focused on student interest in program, evaluation of the program's logistical support, and their sense of how the experience contributed to their personal growth. The Director of Assessment assisted the DIPS in compiling these paper-based evaluations (currently housed in the Global Learning Office) into categories across programs to align with 07-08 Student Learning Objectives.

In spring 2009 the Director of Global Learning (DGL) adjusted elements in the original evaluation format. Questions about food, rooms, transportation, and other seemingly fixed aspects of the program were removed to make way for more questions about reasons for student interest in programs, and a great deal more on student global awareness. When the DGL was hired in August 2008, the Provost suggested incorporating the AAC&U's booklet "Assessing Global Learning" to inform Walsh practices. This resource has been instrumental in shaping the survey questions that address student perspectives. The questions ask students to explore their perceptions of diversity, social justice issues, and personal engagement with global issues (attributed to the program). This evaluation was also delivered online through Survey Monkey. The online format allowed for ease in storage, compilation, and analysis.

To date only five of 15 programs have used the new surveying tool. Though the Office of Global Learning has been able to use the surveys as a way to understand each individual program and to address logistical/structural changes to programs,



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the overall assessment of Global Learning programs is in its fledgling stages. In order to ascertain whether Global Learning programs are providing experiences in accordance with the University's mission, more data is needed. The program's online survey tool will be one instrument through which the DGL can gather data with which to better assess the program in the future.

Other Efforts and Initiatives:

Several initiatives have begun at the University to promote a culture of assessment and to improve learning. As part of developing student learning outcomes assessment reports faculty are discussing assessment with colleagues. These reports give faculty the opportunity to revisit the standards used to assess student learning and to review course and major requirements. Assessment requires collaboration and collegiality, something enjoyed and valued by faculty. An example of collegiality was the formation of three Faculty Learning Communities in fall 2008: Learning in General Education Courses"; "The Catholic Intellectual Tradition and the Curriculum"; and "Matching Classroom Practice with Current Brain Research." These were facilitated by three faculty members who are knowledgeable about learning communities. While called Faculty Learning Communities, members of the professional staff were also invited to participate. Three new Faculty Learning Communities are scheduled to begin in September 2009: "Service Learning"; "The Generation Gap: Is Technology the Bridge"; and "Dialogue in a Catholic Community" (AP#3: Faculty Learning Communities Program 2008-09 & 2009-10). The Director of General Education asked for the formation of a committee, comprised of representatives from various divisions/school and reporting to the Dean of Instruction, to assist with General Education assessment. Although a change in the directorship of the General Education Program became necessary at the end of the 2008-09 academic year, formation of this committee will be a top priority of the new Director.

In fall 2008 the Dean of Instruction formed an e-Portfolio Ad Hoc Task Force that included faculty from across academic disciplines and was charged with identifying an e-Portfolio system that meets the assessment responsibilities of faculty and the learning needs of students. The Task Force is evaluating two electronic tools, Task Stream and Live Text, and funds have been budgeted for fiscal year 2009-10 to support this initiative. Both tools have the potential to support assessment data gathering and reporting, and to provide students with materials that will strengthen graduate school and employment applications. The School of Business purchased SEDONA, a software package that supports both AACSB International reporting requirements and assurance of learning assessment activities. The Division of Education currently uses TK-20 to support its assessment activities and to meet NCATE accreditation requirements. The Division of Nursing has adopted the ATI Comprehensive Assessment and Review Program (CARP) to evaluate student progress through the curriculum. Other divisions, such as Physical Therapy and Humanities, use a manual portfolio approach that can be transferred to an e-Portfolio system.



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Up until November 2008 the Director of Assessment reported to the Dean for Academic Services. At that time the University's Provost, after consultation with the Dean for Academic Services, the Dean of Instruction, and the Director of Assessment, changed the reporting structure of the position. The Director of Assessment now reports to the Dean of Instruction. Since the change in this reporting structure, the main initiatives that have taken place have been directed at making sure the University has the appropriate structures in place to conduct effective assessment, to educate faculty about their responsibilities regarding assessment, and to articulate the importance of assessment to effective curriculum design and instruction.

In January 2009 the Dean of Instruction, with the cooperation of division chairs and program directors, formed the Faculty Program Assessment Committee. purpose of the Committee is described in the document, "Principles of Assessment at Walsh University": "The Faculty Program Assessment Committee develops and monitors an assessment process that identifies and assesses student learning outcomes, facilitates communication about and support for assessment across academic disciplines and programs, and ensures that Walsh University meets internal and external student learning outcomes assessment requirements. The Faculty Program Assessment Committee supports the Walsh University Mission by evaluating the documentation of assessment activities that promote academic excellence." The Committee met four times during the spring 2009 semester with the culminating meeting in May being a workshop and dinner. The event provided faculty with the opportunity to review their Student Learning Outcomes Assessment Reports in a collaborative and supportive setting and to facilitate submission of the 2009-09 updates. During the spring semester 2009 FPAC also formulated by-laws to guide its activities (AP#15: "FPAC By-Laws"). With representation from almost all divisions/programs/school, this Committee will facilitate communication about and support for assessment across campus, and ensure that Walsh University continues to meet accreditation requirements from the Higher Learning The Committee will be responsible for collecting and reviewing Commission. assessment reports for all academic programs and for providing feedback on those reports for continuous program improvement.

In May 2009 the Director of Assessment chose to resign her position. Given the lateness of her announcement in the academic year, and the importance of the position to achieving the initiatives described above, the Chief Academic Officer decided not to begin an immediate search for a replacement. All of the current initiatives, however, (Faculty Program Assessment Committee, e-Portfolios, Faculty Learning Communities Program), will continue.

First Annual Summer Assessment Retreat

On July 29-30, 2009, the Office of Academic Affairs held its first annual Summer Assessment retreat at Maumee Bay Resort and Conference Center near Toledo, Ohio. Attending were: the Provost, Dr. Laurence Bove; the Dean of Instruction, Dr. David Baxter; the Dean for Academic Services, Dr. Andrew Grant; Chairs and/or Associate Chairs from Social and Behavioral Sciences, Humanities, Theology, Nursing, Physical Therapy, Language and Letters, Education, Math and Sciences,



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and the School of Business; and members of the Faculty Program Assessment Committee (FPAC). In all, 24 faculty and administrators participated in an intensive, two-day review covering the principles of and processes for implementing the University's Institutional Assessment Plan. Topics covered (AP#21 & #22: "Walsh University Assessment Retreat Agenda," and "Walsh University Assessment Retreat, Expected Outcomes") included completing unit assessment reports for academic year 2008-09, creating an assessment learning community, developing a common language of assessment, reviewing curriculum mapping, empowering the Faculty Program Assessment Committee, and facilitating development of University and division/school infrastructures to support assessment activities and management. The workshop clarified the roles of faculty, division chairs, and FPAC in the assessment process. The Provost established September 2009 deadlines for academic units to complete their 2008-09 Program Assessment Reports, and their Program Self-Assessments. Reports need to include action plans for improvement. The Assessment Retreat was a first step in creating yearly institutional assessment rituals at Walsh. The Office of Academic Affairs will devote the major part of the Mays Days 2010 faculty development activities to assessment.

NSSE & HERI Surveys and Improved Learning

The National Survey of Student Engagement (NSSE) has been administered at Walsh University since 2006. NSSE is housed at the Indiana University Center for Postsecondary Research. The survey is administered online to a random sample of first-year and senior students. It gathers information concerning student perceptions about the quality of their undergraduate education. The response rate has been around 31%. While this is not a terrible response rate, it is acknowledged that the response rate is from a random sample, not the entire population. The 2008 NSSE survey provides comparative data regarding student perceptions across a broad range of instructional activities. As tied to the University's statements on identity, mission, and vision (AP#1: Walsh University Strategic Plan, 2007-2010) an analysis of the survey results conducted by the Director of Assessment revealed a number of areas of concern (MJ: Student Surveys, "NSSE Highs and Lows 2008"). While Walsh University believes in the desirability of a "diverse community," Walsh was low in relationship to peer institutions in the categories of "had serious conversations w/students of different ethnic groups," "understanding diverse people," and "encouraging contact among diverse students." While Walsh University states it is committed to fostering "effective communication," Walsh was low in the categories of "number of papers written 20+ pages," "number of paper written 5-19 pages," and "prepared two or more paper drafts," and "integrated ideas from various sources into papers." The experiences regarding writing are consistent with what faculty reported about the assignment of writing in the 2007-08 HERI Faculty Survey (MJ: Faculty Surveys, "HERI Faculty Survey Results"). HERI is housed in the Graduate School of Education & Information Studies (GSE&IS) at the University of California, Los Angeles, (UCLA), and provides colleges and universities the opportunity to participate in the survey every two years. This survey gathers information concerning faculty perceptions about student learning and faculty well-being. With regard to writing, percentages of faculty reporting that they used various kinds of writing in all or most of their courses were: 36% assigned research papers in their

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



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courses; 25% gave weekly essay assignments; 45% used essay exams; 19% required multiple drafts of written work; and 38% reported using reflective writing or journaling in all or most of their courses. While the NSSE and HERI surveys contain much valuable information, presently there are no formal procedures in place to evaluate and systematically use the data once it has been collected to improve instruction. To exploit fully the potential of such surveys, the Faculty Program Assessment Committee and academic divisions/programs/school need to give greater attention to the results.

Assessment using IPEDS Data

In recent years the Vice-President for Academic Projects has been responsible for collecting and reporting IPEDS data for the University, which provides measures Walsh can use to compare itself in a range of categories with peer colleges and universities nationally. As with the data from the NSSE and HERI surveys, IPEDS comparative data is also currently underutilized. An analysis of IPEDS data from 2005 through 2008 prepared for this <u>Self-Study Report</u> revealed the following about the institution:

- In enrollment we are still a bit smaller than our peers.
- We are more white and more male than our peers.
- We are still cheaper than our peers.
- We have more students on financial aid—especially state and local grants and loans.
- Our students get less in state and local grants and loans than our peers.
- Our graduation rate for all groups is at, above, or just below average.
- Our retention rate is 5% below the national average for all FT and 13% below for the 2001 cohort entering class.
- We are below the average in master's degrees awarded and above in bachelor's degrees.
- We are still very dependent on tuition.
- We spend significantly less on instruction and academic support than our peers, but more on institutional support. The reason for the latter seems to be that, as a relatively young campus, depreciation on Walsh's buildings is higher than on many other campuses, and that the University carries greater debt for a college of its size (\$34,000,000) than our IPEDS peer institutions.
- We have more faculty, fewer administrators, and are about average in numbers of professional/non-professional staff.
- We lag in average salaries at all ranks at a greater rate than in 2005.

While such comparisons might be inherently interesting, it did not emerge clearly during the Self-Study process how such information flows back into institutional planning.



CHAPTER THREE Distinctiveness

Articulating the University's Distinctiveness

Introduction

In determining the distinctiveness of Walsh University, the accreditation sub-committee charged with this responsibility first had to stipulate an operative definition of distinctiveness and then to determine a methodology by which to proceed. The sub-committee decided that distinctiveness does not mean being unique or being the best in a particular program; rather, distinctiveness emerges from the University's mission and from a broad set of other qualities, features, programs, and experiences that, working together, define the fundamental character of the University. It points to how the institution wishes to be known, how it stands out (not above or below) other colleges and universities. In determining this the sub-committee conducted an internal investigation through primary research and interviews, and reviewed existing academic and extracurricular programs to determine the prevailing understanding of its distinctiveness among the Walsh University community.

The process began in May 2007 during the annual faculty and staff development workshops held every year after the end of the spring semester. At this time the Accreditation Task Force conducted a Self-Study Kickoff during which the Walsh Community was informed about the Self-Study process and their role in it. Faculty, staff and administrators who attended completed a survey in which they were asked to cite what they believed to be the distinctive qualities of Walsh. The most frequent responses were:

- Quality academic programs.
- Progressive leadership.
- Friendly atmosphere with personal attention and caring.
- Values-based/faith-based education.
- Commitment to the mission and history (specifically, the Brothers' story).
- Commitment to serving our students.

Responses from the May Days Accreditation Self-Study Kickoff survey (RR) revealed the process needed a more in-depth methodology. The sub-committee decided to utilize focus groups to gather information. To implement the process succinctly, professionally, and timely, the sub-committee hired a public opinion and marketing research firm, the Center for Marketing & Opinion Research (CMOR), to facilitate the focus groups, collect the data, and to formalize the data into a report. CMOR conducted seven focus groups.

- Faculty only.
- Current students.
- Support staff.
- Faculty and Service staff.
- Service staff.
- Alumni and external associates.
- Professional staff.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.



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The President of CMOR moderated the focus group sessions in February and March 2008 on the campus of Walsh University. All participants in each session were asked a similar series of questions. CMOR provided a complete breakdown of the responses of all the focus groups in a report to the sub-committee titled <u>Walsh University Focus Group Series: Characteristics of Distinctiveness</u>, 2008 (RR). Following review of the CMOR report, the sub-committee indentified common themes echoing through the seven focus groups. They were:

- Theme #1—Campus culture embraces commitment to faith-based mission and the Brothers' legacy.
- Theme #2—Atmosphere fosters relationships, inclusivity, harmony, and community.
- Theme #3—Leadership provides the vision that supports opportunity and growth.
- Theme #4—Campus community engages in service to others.

The final report of the sub-committee to the Self-Study Coordinator in June 2009 addressed each one of these themes. Subsequently its conclusions were considered in light of the work, and sometimes varying conclusions, of the other accreditation sub-committees. The totality of the evidence emerging from the Self-Study process suggested the following for organizing the contributions of the Distinctiveness sub-committee into the <u>Self-Study Report</u>:

- That across the work of all the sub-committees, Themes #1 and #3
 consistently emerged as those embodying the fundamental character
 of Walsh University. This chapter of the <u>Self-Study Report</u> highlights
 the features of legacy, mission, and service as those that
 unquestionably reflect the University's distinctiveness.
- That issues related to Theme #3 were similar to much of what was in the report of the sub-committee on Enhancing Collaboration, and were best addressed in that chapter of the <u>Self-Study Report</u>.
- That leadership has been one of the strengths of Walsh University since its last accreditation review in 2000, and is cited as such in the "Significant Changes" section of Chapter One and the "Summary of Conclusions" chapter of the Self-Study Report. The evidence of effective leadership referenced in the report of the sub-committee on Articulating the University's Distinctiveness is spread throughout the current Self-Study Report. To a great extent the entire Report serves as testimony to the effectiveness of the University's leadership at all administrative levels, beginning most importantly with the President, Board of Directors, and Provost, down through the work of deans, division chairs, and program directors, supported by the work of dedicated faculty, professional staff, and support staff.



Based upon the totality of evidence emerging from the two-year Self-Study process Walsh University's distinctiveness can best be articulated as follows:

Walsh University is distinctive as a learning community committed to the legacy of the Brothers of Christian Instruction and their faith-based mission, with a pervasive emphasis on providing service to others.

Walsh was founded by the Brothers of Christian Instruction in order to provide a faith-based education to all who seek it. The University's "Statement of Mission" declares: "Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition."

According to the focus group study conducted by the Center for Marketing and Opinion Research in February 2008, when Walsh University faculty, staff, and students were asked, "What makes Walsh distinctive?" the top four out of five answers were: Mission, Catholic Identity, Legacy of the Brothers of Christian Instruction, and Community Service. The faculty, staff and students of Walsh University manifest the mission in a variety of ways as described below.

Mission and Charism of the Brothers of Christian Instruction

Founded in 1960, Walsh College, now Walsh University, distinguished itself among Catholic higher education institutions as one of only six founded in the United States by a male lay religious order, the Brothers of Christian Instruction. An international order formed in 1819, the F.I.C. has as its special mission the education of children of the working poor and underserved. Although over the years the nature and locations of the Brothers' schools have changed as they have undertaken ministries in 20 foreign countries, the primacy of the pastoral function of the schools and their targeted clientele remain the same. So, too, does the F.I.C. commitment to create well-rounded servant leaders who act "in accordance with reason guided by the example and teachings of Jesus Christ." As Br. Marcel Sylvestre, Walsh's Chairman of the Board, stated in 2007, "In spite of the name Brothers of Christian Instruction, the formation of the whole person [including spiritual development] continues to have priority over the accumulation of knowledge and career preparation." To continue this mission through Walsh University, the Brothers have supported the school both with their service and their financial support. Over the years, in addition to returning substantial portions of their salaries to the University as a direct subsidy, the Brothers of the American and Canadian Provinces have gifted more than 1.5 million dollars to the school. Individually, 14 Brothers, six now deceased, have chosen to benefit the University through planned giving as members of the Brother Thomas S. Farrell Heritage Society, "established to recognize the permanent value of legacy gifts to Walsh University" (RR: 2008 Annual Report).

Establishing a legacy of service, based on right reason and faith, that would continue the charism of the Brothers through lay involvement has long been

1c. Understanding of and support for the mission pervade the organiza-



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1c.

Understanding of and support for the mission pervade the organization.

attached to the Order's hopes for Walsh. At their inaugurals, both of Walsh's last two F.I.C. Presidents articulated their visions for Walsh's role in furtherance of this legacy, visions that still appear prominently in Walsh's current mission statement. In 1970 Br. Robert Francoeur paraphrased the heart of Walsh's Mennaisian mission in his description of the University as a "Catholic, liberal arts and sciences institution . . . that promotes academic excellence . . . and service to others according to the exemplar of Jesus Christ." The "pivotal points" of Walsh's mission, he said, are the preparation of students with an understanding of God and self in an increasingly secular and self-centered society, as well as a commitment to serving others. In 1978 Br. Francis Blouin echoed this foundational principle of servant leadership, now a part of Walsh's statement of mission, when he articulated his desire that Walsh prepare students "far beyond the realm of career preparation. By asserting the Judeo-Christian tradition, we affirm that religion is a pivotal element of this comprehensive education," the guiding principle by which students, as "authentic Christians, should form centers of concern and commitment to others . . . [and so] become agents of positive change in the world. . . . " To this mission he added what Br. Guy Roddy recently called the Brothers' evangelical "soft sell," a justification for global agency, inclusion, and ecumenism that helps to explain Walsh's insistence upon "an international perspective in the Judeo-Christian tradition," rather than merely an iteration of Roman Catholic identity.

The Brothers recognized in their Rule of Life one of the premises later articulated in Gaudium et Spes, the Pastoral Constitution on the Church in the Modern World produced by the Second Vatican Council in 1965, that in order to dialogue with the "world" one must recognize that every person is created in the "image and likeness" of God" and so strive to be respectful of this reality. In fact a keynote of Br. Blouin's presidency became his definition and promotion of the "diverse community" descriptor that would become part of Walsh's mission statement in 1995, two years after he left the presidency and assumed the chairmanship of Walsh's Board of Directors. To all interested in a "values-based education" he said, "We are enriched and enlightened by different religious perspectives and we can mutually challenge one another to live according to our stated principles and convictions." To this end he invited to campus a group of international change agents (four Nobel Peace Prize recipients and the wife of a fifth), without regard to their religious affiliation. President Blouin also inaugurated a Jewish Studies Program, which still operates on campus as The Institute of Jewish-Catholic Studies. The institute promotes dialogue and study of Jewish and Christian history, thought, and belief. It oversees the Wilkof Jewish Studies Project and sponsors scholars, courses, conferences, and inter-faith dialogues designed to promote understanding, morality, and good will. An institute project from 2009 serves as an example of this interfaith collaboration. For six weeks a highly successful series of interfaith programs and displays on "The Children of Abraham," organized by the Jewish-Catholic Institute and funded in part by the Ohio Humanities Council, occurred on campus and at community locations in a middle school, church, and the University's main campus. The panel presentations and exhibits reached an audience of well over 2000, according to the Status Report on Mission 2009 (AP#10). Other articulations of the University's mission derive directly from the Brothers' charism as well.



The University Mission Statement's emphasis on a small, close-knit learning community dedicated to service to others embraces the Brothers' charism concerning the quality of relationships and service to God and men outlined in Chapters 9 and 10 of the "Directory" and in the "Constitutions" in the Brothers of Christian Instruction's Rule of Life. Although not required to articulate either Catholic identity or the Brothers' legacy, a number of undergraduate academic majors, most notably education, business, history, and nursing, do include specific references within their individual mission statements to Catholicity, servicing diverse communities, and upholding the principles of the founding order. Further, the University's collective graduate programs clearly interpret their teaching and scholarship for service within the context of both the Church and Walsh's founding order. Rule of Life, Directory #113 states, "The Brothers strive to elicit the active participation of students whom they progressively prepare to assume responsibility for their own lives and for the society in which they live." The following quotation from the document "The Purpose for Graduate Programs in the University (RR: Faculty Handbook, 2008, Section B) echoes the intent of this principle: "The Catholic Mission and Brothers' Charism call the faculty, curriculum, student, and research to respond to the mission of service to those in need. The University respects the integrity of each discipline and calls each program to create a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good. The Brothers' charism of education calls both graduate faculty and students to a level of independence and initiative befitting the professional teacher, scholar, and practitioner. The combined challenge of excellence and service should infuse faculty, staff, and student alike." With its doctoral degree program in Physical Therapy, its master's degree programs in Theology, Education, Counseling and Human Development, and Business, along with approval pending for additional graduate degrees in the service profession of Nursing, Walsh has strengthened its ability to create dedicated professionals capable of transmitting the Brothers' service legacy.

The University reserves its highest award for those that transform others through their service. The Founders Award, named for F.I.C. founders Fathers Gabriel Deshayes and Jean Marie de la Mennais, honors those students, faculty, alumni, friends of Walsh, and even two Brothers themselves, whose lives and service reflect the Co-Founders' ideal. The title of this service award serves as another tribute to the importance of the Brothers' charism. In addition to receiving two Founders Awards, Brothers have received four Distinguished Service medals and seven honorary doctorates.

Catholic Identity, Governance and Succession

Walsh's governance structure, too, continues not only the University's Catholic heritage but also its ties to the F.I.C. From the University's inception the Brothers of Christian Instruction formed the core of individuals at Walsh who embodied the Catholic vision. F.I.C. members held all key administrative positions for the first decade of the school's history and retained control of the presidency for 32 years. While the Brothers admitted lay members to the Board of Trustees as early as 1970 and relinquished majority control of the 11-member Board in 1975 to allow the Bishop of the Youngstown diocese a place on Walsh's Board of Trustees,

10

Understanding of and support for the mission pervade the organization.

1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.



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only with Br. Francis Blouin's resignation of the presidency in 1992 did they give up formal operation of Walsh and move to a sponsorship agreement. Today a Brother of Christian Instruction continues to chair the Board of Directors and five Brothers sit on the expanded 33 member Board. The Bishop of the Diocese of Youngstown and three ordained priests provide an additional Catholic religious presence. Most importantly the Brothers of Christian Instruction of the American Province continue to sponsor Walsh. Under their current sponsorship the Brothers' on-going contributions, in addition to their governing responsibilities, include:

- Funding the annual Peacemakers and Campus Ministry Scholarships.
- Major contributions to the capital campaign, particularly the Chapel, for a total of \$175,000.
- Free room and board to any foreign priest or male religious doing graduate work at Walsh.
- Encouragement of collaborations with F.I.C. institutions in Kisubi, Uganda, and Moshi, Tanzania, in addition to 20 other possible countries as Walsh's global learning efforts expand.
- Hosting charism dialogues twice a semester to introduce new Walsh hires into the shared mission of the University and the F.I.C. congregation.

This level of involvement, however, will not last. The single biggest challenge to the sustainability of Walsh's immediate legacy from the Brothers of Christian Instruction is their dwindling presence both on campus and in the United States. Although still active in campus life, only four Brothers from the American Province remain at Walsh now that Br. Jerome Lessard returned to Maine in June 2009 to assume the duties of American Provincial Superior. Brothers in the United States only number 25. Their median age is nearly 80. However, President Richard Jusseaume, himself a Walsh graduate and former F.I.C., has taken steps to insure that the ties between Walsh and the Brothers of Christian Instruction continue. To assure continuation of Walsh as a Catholic institution of higher education sponsored by the Brothers of Christian Instruction, Walsh's administration has committed to succession planning.

Sponsorship of the Brothers of Christian Instruction:

Sponsorship is a topic that is always relevant to institutions which are involved in succession planning. It is particularly germane when that institution is serious about maintaining its Catholic identity. For an institution (in this case, a University) to call itself Catholic one of three conditions must exist:

- The University is under the aegis of a local bishop. This means the
 University is a "diocesan" institution and the final authority over the
 University is the bishop who usually serves as chairman of the Board
 of Directors.
- The University is sponsored by a religious order or other Vatican-approved entity that holds the institution accountable for faithfulness to its Catholic mission.

2d.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.



• It is possible for a group of lay persons to declare an institution "Catholic" but that is relatively rare. The local bishop must approve, and the University is subject to review by the bishop as well as by Vatican overseers.

In the history of Walsh University option two has been and continues to be the qualifying option. As founders, the Brothers of Christian Instruction owned and managed the institution. In 1970 the order deeded the properties to the Board of Directors, but they continued to sponsor it as a Catholic University. The earliest written version of a sponsorship agreement was signed when, for the first time, the President was not a Brother of Christian Instruction. The agreement was very simple and essentially called for four conditions:

- The Brothers held five Board seats.
- The Chairman of the Board was to be a Brother.
- The Brothers had a right to approve housing for themselves on campus as long as they were resident here.
- The President was to submit an annual mission implementation report.

For over 20 years the above was the essence of the sponsorship agreement that was first executed in October of 1995 between Walsh University and the Brothers of Christian Instruction. In 2002 President Richard Jusseaume attended a meeting of the provincial council of the American province at Notre Dame Institute in Alfred, Maine. At this time the new Provincial did not want to exercise his option to chair the University's Board of Directors and was suggesting ending the sponsorship agreement. President Jusseaume petitioned the Provincial, Br. Daniel Caron, to appoint another Brother to serve as chair. He agreed and named Br. Marcel Sylvestre to the position, a position he held until 2009. Thus, the sponsorship was saved.

In the normal sequence of provincial affairs Br. Caron has occasionally suggested that at the end of his term there might not be enough Brothers to serve as members, or as Board chairman. As a result of these discussions, at a Board meeting in May of 2006, the <u>Sponsorship Agreement</u> was amended to include the following changes (AP#9).

- 1. Brothers appointed to the Walsh University Board do not have term limits. Thus a Brother serves indefinitely at the pleasure of the Provincial.
- 2. The Provincial, with his council, may name a lay person to fill one of the Brothers' Board seats. When this happens, the lay person is bound by the usual term limits.
- 3. The Provincial, in consultation with his council, may continue to name another Brother to the post of Chairman of the Board. However, under the new agreement they may name a lay person to fill that post. In this case the lay person is bound by ordinary term limits.



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The new agreement of May of 2006 also calls for a review every three years in case either party wishes to suggest amendments. An issue that has been a major concern is that the sponsorship agreement is between the University and the American province of the Brothers of Christian Instruction. That agreement was in jeopardy in 2002 and is again an issue because of the diminution of the American province. Currently there are only 25 American Brothers, and their median age is 78 years old.

The newly elected Provincial, Br. Jerome Lessard, has the mandate to lead this province to a different status. It could become a sub-province, or it could also merge with the Canadian province from which it spun off in 1946. Other options may exist as well. What it does mean is that since there would be no American province, the current sponsorship agreement could not exist.

Since this eventuality has been on the horizon for some time, President Jusseaume took advantage of the visit of the Superior General of the whole congregation to discuss this matter. Br. Yannick Honssay, Superior General of the worldwide Congregation of the Brothers of Christian Instruction, visited Walsh University for the first time in December of 2008. At this meeting he indicated that he was in awe of the "jewel" that he had discovered at Walsh University. He said it was a unique part of the international order, and that he greatly appreciated the work that had been and was being done here. He was asked if he would consider taking on the sponsorship on behalf of the congregation, even as it ended with the American province. He answered enthusiastically in the affirmative and stated that he welcomed the opportunity. He was also asked if he would approve the invitation of other non-American Brothers to serve on the Walsh University Board. He again replied that he favored this and encouraged the University to proceed. Walsh University will retain F.I.C. sponsorship even after the American Province no longer exists.

Additionally, in 2008 and 2009 several initiatives addressed the issue of succession at Walsh. The President consulted with Dr. Rita Joyce, Diocese of Pittsburgh, on the specific issue of public juridic person as one option for the Board to consider. Br. Jerome Lessard attended a retreat at Franciscan University dedicated to the study of how Catholic institutions could maintain their future identities. Faculty, staff, and the full Board also engaged in a two-day workshop on the future of Catholic higher education conducted by Dr. Melanie Morey and Fr. John Piderit, leading national consultants in the field. Walsh also hosted extended visits from Dominicans whose charism includes on higher education.

Leadership and Legacy Groups

In January 2007 the Board of Directors and President Jusseaume authorized the formation of the **Legacy Group**. Comprised of 14 individuals from the faculty, professional staff, support staff and the Walsh Board of Directors, the Legacy Group committed to a two-year investigation into the history of the Brothers of Christian Instruction, the historical timeline and mission of the Brothers, Walsh's founding and sponsorship agreement, and the mission, identity and vision of the University. After this education process is complete, the duty of the members of the Legacy

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

1c.

Understanding of and support for the mission pervade the organization.

Group is to ensure that this story of Walsh and the Brothers of Christian Instruction is not forgotten but is passed on to the new generation of Walsh faculty, staff, students, and community. As a requirement of the first members of the Legacy Group, each individual created a dynamic "Commitment Document" that articulated what and when they planned to disseminate the information and share their Legacy Group experiences. These commitment documents are updated monthly and the members report on their individual progress and activities. In the summer of 2007 the Legacy Group traveled to Alfred, Maine, the location of the motherhouse of the Brothers of Christian Instruction-Notre Dame Province, for a three day retreat and program. In January 2009 a second Legacy Group, Legacy Group II, was formed with 19 faculty and staff members with the same purpose of learning about the history and mission of Walsh University. The group began meeting regularly in June 2009.

The commitment of the 14 individuals comprising the first **Leadership Group** was 18 months. Its purpose was to develop potential leaders for the University. This development was facilitated by both University and external presenters. The Leadership Group engaged in self-awareness exercises to discover their leadership strengths and weaknesses. They participated in workshops aimed at developing a deeper and more comprehensive understanding of the University's mission, and at increasing the breadth and depth of each member's ability to contribute to the effectiveness of the University. The Leadership Group was also responsible for preparing and updating "Commitment Documents." In the summer of 2008 the Leadership Group travelled to Alfred, Maine, for a three-day retreat and program.

Plans are to continue the work of the Leadership and Legacy groups indefinitely and rotate new members into the groups as each new session begins.

Hiring for Mission

In April 2007, in an effort to continue to preserve a culture that is passionate about the mission of Walsh and the legacy of the Brothers of Christian Instruction, Walsh University's Legacy Group met to determine a formalized process for hiring for mission. The result of this series of meetings produced several standard practices that commenced in June 2007. First, every candidate who applies for a position at Walsh University is exposed to the mission statement early in the process. In most cases, with the exception of the janitorial staff and other part-time positions, the candidates are exposed to the mission within the initial job description and requirements. Additionally, candidates who are interviewed are asked a series of questions to determine their compatibility with the mission. These questions include:

- 1. Have you had a chance to review the Mission of Walsh University? If yes, what is most meaningful about the Mission for you, professionally and/or personally?
- 2. How do you envision yourself furthering the Mission of Walsh University?
- 3. What contributions have you made, professionally or personally, that relate to the Mission of Walsh University?

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

1c

Understanding of and support for the mission pervade the organization



CHAPTER THREE CONTINUED

- 4. What ideas do you have for furthering the Mission of Walsh University? If you had the opportunity to implement one idea, what would be your strategy?
- 5. After being hired, each Walsh University employee goes through a year-long orientation process to learn more about the history and mission of Walsh University and the charism and legacy of the Brothers of Christian Instruction. Session topics include:
 - The History of Walsh University.
 - Walsh's Catholic Identity.
 - Walsh's Cultural Programs.
 - Admissions Overview and Student Perspectives.
 - The Walsh Teaching and Learning Community.
 - Our Path Forward: The Walsh University Strategic Plan.

Evidence that acceptance of mission is pervasive among faculty also comes from the HERI survey. Responses on statements "values are congruent with institutional values" and "alignment between work and personal values" placed Walsh in the top five percent of schools reporting HERI data.

The Physical Campus - Honoring the Legacy

The most distinctive physical reminder of Walsh University's Catholic identity and its founding religious order is Our Lady of Perpetual Help Chapel. Built in 2006, it honors Mary, patroness of the Brothers of Christian Instruction of the American Province, and bears the Brothers' motto for Walsh University Sed Deus Dat Incrementum (God Gives the Increase) over its portal, along with a large mosaic depicting Christ the Teacher. The chapel's completion also recognizes the institution's physical and fiscal maturity. A freestanding chapel had long been a dream of the Brothers. The original campus plan commissioned by first President Thomas Farrell included a chapel as one of ten planned structures. However, mission priorities such as scholarships, tuition discounts for the underserved, and expansion of academic space and resources put the project on hold for 20 years. During that time daily mass was held in the Brothers' 35-seat chapel with weekend mass celebrated in the Campus Center lobby. In 1997 when Dr. Kenneth Hamilton became Walsh's fifth President, one of his first conversations with the Vice-Chair of the Board of Directors, Tom Schervish, involved the need for a separate chapel. "How can you have a Catholic University without a chapel?" he asked. As a result, when Dr. Hamilton put together the plans for the largest capital campaign that Walsh had ever undertaken, one of the plan's projects was the chapel. However, the chapel became a funded project only after \$12 million had been raised and designated for physical improvements to the campus infrastructure and another \$5 million added to the endowment to fund scholarships. The chapel, dedicated in became a reality, but only as the result of a separate private campaign 2006. through friends of Walsh that raised the funds for its construction and furnishings (RR: Annual Report 2008). Today, the simple edifice, which seats more than 300 people, offers for students, staff, and the public daily mass and prayer services. In its lower level, the chapel houses the Division of Theology, the Catholic Studies Program, and the Jewish/Catholic Studies Institute.

1c.

Understanding of and support for the mission pervade the organization.



However, the chapel is not the only way in which Walsh's physical campus honors the Brothers and their mission to mentor students to "act in accordance with reason guided by the example and teachings of Jesus Christ." The Brothers of Christian Instruction and their contributions to Walsh University receive recognition in many other campus structures.

Farrell Hall, the first administrative and classroom building on campus, honors Walsh's first President, Br. Thomas Farrell. The library housed within Farrell Hall bears the name of another founder, Br. Edmond Drouin, the College's first librarian. Two other areas within Farrell Hall recognize specific contributions of individual Brothers who served Walsh. The language lab is dedicated to Br. Henri Bernier and Br. Edward Harrison, two faculty members who served the foreign language department for a combined total of 58 years. A wall designated to peace and justice in the lobby of Farrell Hall serves as a daily reminder of third President Br. Francis Blouin's mission emphasis as well as his efforts to bring four Nobel Peace Prize Laureates and wife of a fifth to campus. LaMennais Hall, the Brothers' residence and the second campus building, honors one of the founders of the Brothers of Christian Instruction, Jean Marie de la Mennais. His statue, a perpetual F.I.C. presence that greets students and staff, stands between LaMennais hall and Menard and Alexis Halls, the first campus residence halls, the David Center. recognize Br. Patrick Menard, the Provincial of the American Province who initiated the founding of Walsh College, and Br. Alexis Guilbault, a mathematics professor among the founding faculty who died of a stroke only three years after Walsh opened. In the 1990s the Brothers also donated \$50,000 toward construction of the Hannon Education Center in memory of Br. Conrad Dionne's service as a member of the education faculty.

Recent building projects continue to honor the Brothers. The Barrette Business and Community Center honors Br. Dacien Barrette, a founder, business professor, and first business manager of Walsh. Although Barrette left Walsh to become a parish priest in Canton, he returned to campus in the late 1970s, again as business manager, to help the fledgling college through its first financial crisis. Located within the Barrette Business and Community Center, the Brother Robert Francoeur Conference Center pays tribute to another of the founding Brothers, who served as Walsh's first Academic Dean, second President, and long-term member of the philosophy and business faculty. The most recent naming recognition is the Brother James Lacasse Lobby in the Physical Education Center, a salute to one of the University's most versatile Brothers. Most beloved as the College's golf coach, Br. Lacasse also served as an early Dean of Students, mathematics instructor, and as Walsh's Registrar for more than 20 years. Finally, the recently dedicated Father Matthew Herttna Counseling Center honors the Brothers' commitment to the underserved as graduate students in Counseling extend free clinical services to low income and uninsured individuals and families, the same clientele who are the focus of the Brothers' charism (AP#10: Status Reports on Mission Implementation 2007, 2008, 2009).

Physical reminders of both Walsh's Catholic Heritage and the legacy of the Brothers exist elsewhere on campus. Just beyond the chapel lies the Br. Francis Blouin Peace Park, a tribute to Br. Francis' efforts toward international harmony. In



CHAPTER THREE CONTINUED

keeping with a memorial to the Walsh President who prioritized inter-faith initiatives, many of the park's major contributors were members of the Jewish community. A garden dedicated to peace also borders both the chapel and the park. A visual reminder of Walsh's Catholic identity, the garden, funded by the Jusseaume family, contains statues of Mother Teresa, Our Lady of Guadalupe, St. Jude, and St. Joseph the Worker, as well as an eternal flame dedicated to victims of abortion. Rosaries, chaplets, and daily liturgies of the hours are performed here.

Prayer Garden
(Timken Science Building in the background)

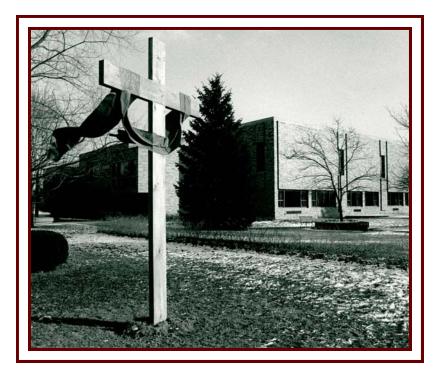




Statue of St. Francis (in front of Betzler Building)

Further across the quad, a massive wooden cross outside the Barrette Business and Community Center memorializes Br. Thomas Farrell's service to Walsh, while a statue of St. Francis of Assisi in the Hannon Center garden reminds the community of Br. Roland Vigeant's years as an instructor and mentor to students in the Division of Education. Additionally, reconstruction of the residence halls now has allowed the addition of several small interfaith chapels in each dorm where students can adjourn from the secular life of the campus to pray, meditate, and reflect at any hour of the day.





Cross outside the Barrette Business and Community Center



Our Lady of Guadalupe (Peace Park)



CHAPTER THREE CONTINUED

Artifacts and displays also serve as physical reminders of the Brothers and their faith. Display cases in the chapel, the Barrette Center, the David Center, and the Hoover Historical Society contain memorabilia and documents that acknowledge the Brothers' presence and their contributions to Walsh's Catholicity. The first floor of Farrell Hall contains pictures of Walsh's six Presidents along with a collage illustrating the physical changes each initiated. A similar display is located in LaMennais Hall, which still is home to the Brothers, although it also houses faculty in the Division of Language and Letters as well as some from Education. Rosaries, scapulars, and prayer cards are available to all in the lobby of the Chapel and outside of Campus Ministry offices in the David Center. During Founders' Week, Scholarship Day, and all formal summer orientation weekends for new freshmen, placards, strategically placed along the halls that visitors will travel and in the common areas where they congregate, share bits of history and early photographs depicting the founding of Walsh and the Brothers' daily stewardship of the school and its mission. Finally, the flags that line the campus walkways provide daily reminders to students of the Brothers' educational goals outlined in the F.I.C. Mission Statement and in the inaugural speeches of every Walsh President— Excellence, Integrity, and Service.

Sites for many of Walsh's satellite campuses also reinforce the University's Catholic identity. When students go abroad to either the Rome or Uganda programs, they stay with the Brothers. The School of Professional Studies Canfield campus is located at the Ursuline Center. At each of these sites, students see religious life in action through observing the community outreach and daily rituals of these spiritual communities.

Mission and Legacy in Strategic Planning

Since the beginning of the presidency of Richard Jusseaume, mission and legacy have been central considerations in strategic planning. In his Presidential Address on August 22, 2002, the title of which was "Faithful to our Mission," President Jusseaume told assembled faculty and staff members, "Very early in this year, we will begin the strategic planning process. As my first message stated, all employees will be invited to participate. I certainly expect that all of you will choose to do so. Planning groups are being formed. Facilitators will be trained. The ground rules are simple:

- 1. We know our identity.
- 2. We know our mission.
- 3. We must formulate, articulate, and create a vision that allows us to maintain our identity and pursue our mission in a highly competitive marketplace."

Identity, mission, and vision have remained significant themes throughout all of President Jusseaume's opening day addresses (RR: <u>President's Opening Day Addresses</u>, 2001-2009), and through every phase of strategic planning (MJ: <u>Strategic Planning Process</u>, 2001-2010). When in spring 2006 discussions got underway that would result in the present strategic plan, the Program Assessment and Review Committee (PARC) identified as its first theme:

2d.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.



Preserve the faith-based legacy:

"2006-10 is a time of a significant transition for Walsh University as a faith-based institution. The legacy of Walsh must become better defined and must be consciously tended and extended throughout all campus sites. Possible actions for accomplishing this goal of integrating faith-based learning and growth throughout courses and programs include: interviewing and filming the Brothers, promoting service and spiritual programming, and nurturing a Legacy Task Force."

In his Presidential Address of 2007 President Jusseaume once again reinforced the importance of mission, legacy, and Catholic identity in planning: "We must create, define, envision, implement, and announce how our mission and vision will be fostered in the decade ahead and beyond. This is not to be taken lightly. We must not stray from our faith-based initiatives. We must not risk becoming a 'formerly faith-based' institution as so many of our peers have. This will not take care of itself. It must be addressed."

This theme would emerge as Goal 1 in the final draft of the <u>Walsh University</u> <u>Strategic Plan 2007-2010</u> (AP#1):

"[To] preserve the faith-based legacy, the University will undertake succession planning with a mission focus. This approach includes measures to hire and develop individuals for leadership and other positions who are familiar with and are committed to the mission of Walsh."

The plan describes three very specific objectives:

- A. Hire for mission in replacement and new positions. This strategy includes "hiring for mission," securing Board approval for the definition, and sharing the definition with Human Resources and search committees.
- b. Create a group of two staggered cohorts of 12-15 individuals who will work to develop their leadership skills. The President and the Director of Human Resources will prepare the training schedule and materials and conduct the sessions.
- c. Form and train two cohorts of 12-15 individuals each for a legacy group, the members of which will immerse themselves in the history and traditions of Walsh University. The President and a Brother will prepare training schedules, select materials, and conduct sessions.

1e. The organization upholds and protects its integrity.



CHAPTER THREE CONTINUED

As detailed in this section of the <u>Self-Study Report</u>, the University has addressed succession planning to preserve and transmit its faith-based legacy, has implemented a process for hiring for mission (AP#11: <u>Flowchart for Centrality of Hiring for Mission</u>), has formed the Leadership and Legacy cohorts described above, and, as part of Walsh's 50th anniversary celebration, has produced a DVD (attached to the inside back cover of this <u>Self-Study Report</u>) titled <u>God Gives the Increase: The Legacy of Walsh University</u> that recalls and honors the sacrifices of the Brothers of Christian Instruction in founding and sustaining the school over those years.

Mission and Student Recruitment

Walsh recruitment and financial aid efforts also strive to not only enhance Walsh's Catholic identity but also maintain the legacy of the Brothers of Christian Instruction. Walsh recruitment has increased dramatically in the past decade strengthening both enrollment and Catholic presence. Overall, enrollment has grown from 1406 full-time students in 2000 to 2,874 in 2008. In 2000 Walsh recruited 308 students of whom 39.4% were Catholic. In 2008 the University welcomed a record class of 515 freshmen of whom 55.9 % were Catholic (RR: Walsh University Fact Book 2009). As important, throughout the decade adherence to the Brothers' foundational mission for meeting the needs of children from the underserved working class has continued. Nearly half of incoming freshmen are first generation college students, while about one-fifth of these come from families at or below the federal poverty level. In fact, the percentage of students needing aid has risen from 60% in 2000 to 86% in 2008. Moreover, Walsh has lowered the average unmet need of these students from \$3,787 in 2000 to \$3, 290 in 2008 (RR: Walsh University Fact Book 2009).

Scholarship efforts that target prospective Catholic students who embody the principles of the Walsh mission have also increased. In 2002 in an initiative to recruit top scholars from Catholic high schools, the Office of Enrollment Management collaborated with the six high schools in the Youngstown Diocese to offer a full-tuition Founders Scholarship yearly to a top scholar at each school. To be eligible to compete for the awards, candidates must have high cumulative grade point averages, strong ACT or SAT scores, place in the top quartile of their class academically, as well as demonstrate consistent school and community involvement. For the past several years Walsh also has expanded the offer of this same scholarship to several of the Columbus Catholic high schools. Although a number of factors influence college selection, marketing for this schoolsrship seems to have increased student interest in Walsh from those attending parochial high schools. The percentage of students coming from parochial schools has increased from 15% in 2002 to 26% in 2007.

In 2002 Walsh also began awarding the Catholic High School Grant. This grant offers incoming freshmen who have graduated from a Catholic high school and meet Walsh's admissions criteria a \$1,000 award, renewable for eight consecutive semesters. Since inception of this grant opportunity the number of students entering Walsh from a parochial high school has increased from 57 in 2002 to 135 in 2008 (RR: Walsh University Fact Book 2009). Additionally, the Diocesan

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

2b.

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



Scholarship reduces per-credit hour charges for employees of the Youngstown Diocese returning for continuing education or graduate degrees. Walsh University also offers two types of scholarships through Campus Ministry, both of which are funded by the Brothers of Christian Instruction. Begun in 1983 during Br. Francis Blouin's presidency and formerly known as the Touchette Fund, these represent a part of the tangible financial legacy from the Brothers. From 1983 to 2002 the Trust Fund awarded \$847,217 for scholarships to student leaders who strive to live by Gospel values. Today the Peacemaker Scholarships are awarded to four upperclassmen who live and share their faith in the freshmen residence halls. An extension of Campus Ministry (See below), these students provide services vital to dorm life at non-traditional hours. "They listen, respond to students in need, make necessary referrals, and collaborate with RAs to provide programming in the residence halls" (AP#10: Status Report on Mission Implementation 2009). addition to the Peacemaker Grants, 11 or 12 annual Campus Ministry Scholarships supply personnel for liturgical duties, mass preparation, music ministry, public relations and information dissemination, and campus ministry office work. Several also assist the coordinators of volunteer service and outreach to local Catholic elementary school students. In the past several years, more than 500 of these children have visited campus annually.

Continuing to transmit the Walsh legacy through scholarships is an ongoing concern. Currently, part of Walsh's 50th anniversary celebration invites individuals and groups to make a \$25,000 endowment that "honors the legacy of a loved one by establishing a permanent scholarship fund that will benefit students for generations to come." One month into the celebration in July 2009, individual alumni, former Board members, the Brothers, and even students, had donated 25 scholarships, half of the goal for the fifty-scholarship appeal. Notably, the F.I.C. contribution honors Mission Service. Another, funded in part by current students, honors Br. Charles St. James, a deceased Board member and mentor to students. The Br. Charles St. James Scholarship makes the 17th financial award named in honor of the Brothers or one of their loved ones.

New Students and Mission

Prospective Walsh University students are exposed to the mission of Walsh University at undergraduate and graduate open house sessions. The Dean of Students addresses the mission of the University when she meets with the parents of students. At graduate open houses the Provost, and in some cases the Director of Graduate Studies, talks about the mission of the University. During orientation new students are exposed to the mission of the University during the President's welcome and during other sessions throughout the weekend.

For the first time during orientation for the 2008-2009 school year the Legacy Group was brought into orientation to present a full session on the history of Walsh, the mission of the University, and the legacy of the Brothers of Christian Instruction. This presentation was given to both parents and students. Additionally, the GE 100 class that first-year students are required to take includes a module specific to the mission of Walsh University.

5d.

Internal and external constituencies value the services the organization provides.

1c.

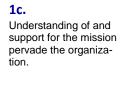
Understanding of and support for the mission pervade the organization.



CHAPTER THREE CONTINUED

The University plans to continue these new initiatives into the future. The 50th Anniversary Planning Committee and President Jusseaume have discussed initiating a "day of service" during move-in weekend so that new students can start to identify with what being a leader in service to others is first hand. The first "day of service" for students, faculty, and staff, has been tentatively planned for September 2009.

Prayer and Mass http://www.walsh.edu/chapel.htm





Fr. Christopher Saliga celebrating Mass

Mass and prayer at Walsh University have always been a strong part of campus life. Mass is offered daily and has been since Walsh's inception. Additionally, every time a residence hall is built, it includes a Chapel which students of all faiths can go to as a sanctuary for prayer meditation. In 2002 Walsh added a prayer garden in the academic quad of campus for the same purpose. As another testament to Walsh's strong ties to its mission and Catholic faith, Walsh built its first freestanding chapel, Our Lady of Perpetual Help, in 2005.

Prayer is a part of daily life as well. Board meetings, academic leadership meetings, academic assembly meetings, professional staff and support staff meetings, dedications, honors convocations, and numerous other more formal activities begin with group prayer. And although there have been dedicated chaplains serving the campus community throughout its history, Walsh hired its first full-time chaplain in July of 2008. Even as the physical presence of the founding order of Brothers diminishes, daily mass and prayer will continue to be vital in the life of the campus.

Campus Ministry http://www.walsh.edu/campusministry-2

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.



Campus Ministry at Walsh University is designed to address the spiritual development and religious enrichment of the Walsh community by offering a variety of religious activities including Sunday and weekday masses, the Sacrament of Reconciliation, retreats, Bible studies, prayer/reflection groups, Eucharistic Adoration, praise and worship services, ecumenical prayer services, and opportunities for spiritual direction or consultation on personal or religious matters. The Campus Ministers recognize the religious diversity of the Walsh community and the fact that each person's faith commitment is personal, unique, and subject to stages of growth and development. They encourage and help individuals practice their religion and are willing to assist them in finding a faith community that meets their religious needs. Part of campus ministry is the Office of Student Outreach which has been established to provide students, faculty and staff with high quality community service opportunities that will enable them to develop into intellectual, social and ethical citizens ready for leadership in today's world. The focus for

community service is on meeting and addressing real community needs especially as they pertain to the most vulnerable members in our community and to promote action in the public arena on behalf of social and economic justice in the tradition of Catholic social teaching. Student acceptance of spirituality in their lies is shown by their responses to the NSSE survey. Walsh freshmen place Walsh in the top two percent of schools on "developing spirituality" and "participating in spiritual activities," though among seniors responses regress to the mean.

Although Walsh University has always had a Campus Ministry program, it has experienced frequent changes in leadership since 2000. In the fall of 2000 Campus Ministry had two ministers serving the entire student body, a Franciscan priest (Fr. Don Miller) who served as the Director of Campus Ministry, and a religious sister (Sr. Carol Herbert) who assisted him. The title of Chaplain did not exist in 2000. At that time the most active group within Campus Ministry were the Peacemakers, comprised of about 16 students.

In 2003 both Fr. Miller and Sr. Herbert moved on to new duties. The University hired Msgr. Lew Gaetano as the next Director of Campus Ministry, assisted by a lay person, Paul Kelly. The number of students actively involved in Campus Ministry continued to grow.

In 2004 Msgr. Gaetano was officially designated University Chaplain, the first time this titled had been used. Msgr. Gaetano also served as Chair of the Theology Division, and the Director of the Catholic Studies Institute. With the resignation of Paul Kelly, the position of Director of Campus Ministry was filled by Michele Schafer, assisted by Miguel Chavez as Campus Minister in Residence. Both Campus Ministers worked to maintain and build from the legacy of their predecessors.

Students involved in the original Peacemakers had the title of their group transferred to another initiative within Campus Ministry, and they became known simply as Campus Ministry Scholarship recipients. The responsibilities of the Campus Ministry Scholarship recipients became more focused on liturgical responsibilities, and on working with Residence Life on spiritual programming. The new Peacemakers group consisted of four upper class undergraduate students who live in the freshman dorms to serve as positive Christian role models. They listen, respond to students in need, make necessary referrals, and collaborate with RAs to provide programming in the residence halls. Training prior to the start of school focuses on these recipients' individual faith formation for the first week, giving the Peacemakers opportunities to immerse themselves in the Church's teachings so as to strengthen the foundation from which they will share their faith. For this week they retreat to an off-campus Catholic religious center. During the second week training is held on campus and focuses on the "nuts and bolts" of service within the residence halls. They work hand in hand with the Residence Life staff to promote and live the mission of the University. The program is based on Matthew 5:9: "Blessed are the Peacemakers, for they will be children of God." These students follow in the footsteps of St. Francis of Assisi and Mother Teresa of Calcutta and others who boldly proclaimed and lived their commitment to Our Lord. Students are accepted through an application and interview process. As a sign the University values their efforts, the Peacemakers receive living space on campus for free.



CHAPTER THREE CONTINUED

In 2005 Mary Niedenthal, a Graduate Assistant in the M.A. in Theology Program, was added to Campus Ministry part-time to coordinate the social outreach program. In response to the rapid growth of the program, Ms. Niedenthal became a full-time member of the Campus Ministry team in 2008.

In 2007 another part-time position was added as Campus Minister (a priest), Fr. Jordan Turano, O.P. The team continued to grow Campus Ministry and empower students from all backgrounds, even in the face of further personnel changes. In spring 2008 Michele Schafer resigned as Director of Campus Ministry, as did the part-time priest, leaving Ms. Niedenthal and Mr. Chavez as full-time Campus Ministers. Currently Miguel Chavez serves as the Director of Campus Ministry, and Mary Niedenthal as the Coordinator of Social Outreach. The University also hired Elise Francis, an alumna of Walsh University, as a full-time Campus Minister. Ms. Francis oversees the Peacemakers group. More information about the Campus Ministry team can be found at http://www.walsh.edu/campusministers.htm. The team continues to organize many opportunities for the Walsh Community to retreat and grow in their own faith development. Campus ministry also organizes several student pilgrimages throughout the year including one over spring break to Appalachia, and one in the summer to Medjugordje, Yugoslavia, and Lourdes, France, during which President and First Lady Jusseaume travel with the students.

Although there has been growth in the Campus Ministry, including attendance and participation at events, the following areas need improvement:

- Increasing ecumenical outreach at all levels.
- Including more commuters and non-residential students in programming.
- Integrating faculty more into the faith life of the community.
- Reaching out to various upperclassmen that fall between the cracks
- Building rapport and collaboration with different departments.
- Hiring another full-time Campus Minister.
- Improving the relationship between the Office of Campus Ministry and the Chaplain's office.
- Empowering students from other groups to be active in Campus Ministry (e.g. athletes).

Chaplain's Office http://www.walsh.edu/chaplainsoffice.htm

In fall 2008 the University hired its first full-time Chaplain, Fr. Chris Saliga, O.P. As University Chaplain Father Saliga is responsible for the sacramental and liturgical life of the entire Walsh community. Father Chris partners with Campus Ministry for faith-based experiential programs for students, faculty and staff at Walsh University, and is assisted by Pedro J. Chavez who serves as Director of Liturgical Music. In addition to daily mass the Chaplain's Office provides a broad range of experiences in which members of the campus community can participate to express and grow in their faith. These include Exposition of the Blessed Sacrament, Wednesday Day of Prayer, Night Prayer Guest Preachers, Sacrament of Reconciliation, and Chapel Services and Institutes.

2b.

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



Founders' Week

Founders' Week has been commemorated annually during the week leading up to the Thanksgiving holiday as a way to celebrate the Brothers of Christian Instruction and the history of Walsh University. In the past there has typically been a special mass for Founders' Week, a luncheon or dinner with the Brothers of Christian Instruction, and a social event to which the entire campus is invited. Campus Ministry has been the organizer of Founders' Week activities.

In 2008, in collaboration with the Legacy Group, Campus Ministry greatly increased the awareness of and the number of activities happening during Founders' Week. Events for 2008 Founders' Week included a special dinner, signage throughout campus, displays in the dormitories showing historical photos of Walsh, an evening Choir concert, an art exhibit contest about the Brothers' legacy, and a special web page dedicated to Founders' Week.

Campus Ministry plans to expand the events of Founders' Week to build awareness of Walsh's history among all who work at or are associated with the University.



DEO SOLI

For God Alone!

The crest of our Founders: The Brothers of Christian Instruction

1c.

Understanding of and support for the mission pervade the organization



CHAPTER THREE CONTINUED

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5d.

Internal and external constituencies value the services the organization provides.

Relationship with the Diocese of Youngstown and Mission-Related Community Outreach

Although Walsh University is not a diocesan institution, the school has enjoyed a generally good relationship with the Diocese throughout its history. Bishop Walsh initially enticed the Brothers to North Canton with a \$304,000 contribution to build their residence at the new college, an offer of financial support matched by no other diocese on the Brothers' list of possible locations. The Brothers reciprocated by agreeing to operate the Bishop's new high school, St. Thomas Aguinas, and Br. Roland Vigeant became its first principal. In 1965 the decision to expand the Walsh mission fully to women and make the school co-educational occurred in large part because Walsh wanted to meet the Diocesan need for elementary teachers with a four-year degree. In 1975 Walsh created an undergraduate theology major to address the shortage of religious educators in diocesan schools, with a pastoral ministry option following several years later for students who wished to become catechists or parish directors of religious education. In 1975 the Brothers also proffered one of their six places on the Board of Trustees to Bishop Malone of the Youngstown Diocese, even though this meant the Brothers no longer had majority control of the Board. Walsh also has provided continuing education at a discounted rate to all diocesan personnel since its inception and offered scholarships to students from Diocesan high schools since 1974. Today the nature of the relationship between the school and the Diocese retains some similarities with the collaboration between these two groups that occurred in the 1960s and 1970s. As in the mid-70s Walsh again offers a full-tuition scholarship yearly to a student from each of the six area diocesan high schools. In 2002 it created a Catholic Studies Institute that offers a selection of educational, pastoral and topical programs that foster a continuing collaboration with the Diocese of Youngstown and diocesan, ecumenical, ecclesial and religious communities. The Institute sponsors Catholicoriented theological, interdisciplinary, and intercultural programs reminiscent of the summer workshops held at Walsh during Br. Francis Blouin's presidency by the Each school year, also under the Institute's Institute of Justice and Peace. auspices, hundreds of Catholic elementary schoolchildren make a pilgrimage to the Walsh campus to learn about their faith, visit spiritual sites on campus such as the chapel and Peace Garden, pray, and experience fellowship.

In 2004 Walsh again developed a program to enhance the preparation of Diocesan educators. The Theology Division launched the Diocesan Initiatives Program through the Catholic Studies Institute to provide a five-course program for theological undergraduate or graduate credit, continuing education, certification, and renewal for diocesan personnel who provide instruction to students in Diocesan schools. Class offerings in fall and spring semester were planned to accommodate, after consultation with prospective students, the variety of schedules and needs of the working personnel and other professionals within the Diocese. During the summer accelerated summer sessions were offered at Walsh's main campus and the Ursuline Center in Canfield, Ohio.

In 2005 Walsh instituted a Master of Arts in Theology in Lay Ecclesial Ministry. An attempt to further strengthen ties with the Diocese and to meet a specific goal named in Walsh's 2000 accreditation self-study, the program seeks to develop

professional ministry skills and an understanding of those relationships and structures necessary to respond effectively to contemporary pastoral needs within the current parishes of the Diocese. In keeping with Walsh's mission it also seeks the continued development of the person and the formation of a genuine Christian community. To a degree the program has accomplished this. African priests from the dioceses of Uganda and Tanzania who enroll as graduate students have served as priests to the Brothers of Christian Instruction at Walsh, assisted with liturgical and other religious events on campus, and have substituted for parish priests within the Diocese while completing their studies. Most current and prospective students in the program are serving parishes in the Diocese, and the program's areas of concentration bolster the scriptural, systematic, and pastoral skills of these lay However, while a number of students have gone on to serve their parishes, with or without their graduate degrees, the attrition rate in the program is high, and some theology faculty report that some priests in individual parishes do not encourage their lay personnel to enroll in or continue with the program. To improve program retention a Clinical Pastoral Education track was recently added that, according to other theology faculty, has been somewhat successful. One of its intentions, articulated in 2007, is to prepare lay persons in parishes throughout the diocese to address the needs of the growing Hispanic community, a diocesan/ University partnership that the Divisions of Education and Language and Letters seem to be addressing as much or more than the current Division of Theology. The University conducted a search for a new chair of the Theology Division during the spring semester 2009. As a Catholic priest with strong ties within the Diocese of Youngstown, Father Patrick Manning, who assumed his duties as chair July 1, 2009, is ideally suited to strengthen existing ties and to develop new ones with the Diocese.

In 2006 and 2007 Msgr. Lew Gaetano, the former chair of the Division of Theology, began Spanish instruction with a member of the Language and Letters faculty and began saying summer mass (with Dr. Camelly Cruz-Martes providing translation for the homily) for 50 migrant families who attend the Migrant Center's Graber Chapel near Hartville, Ohio. Dr. Cruz-Martes also organized the renovation and cleaning of the chapel for services and planned periodic picnics to encourage interaction between the campus and migrant communities. She was assisted in her efforts by Miguel Chavez, a graduate assistant in the theology program, and volunteers from his summer campus ministry program. In 2007 and 2008 faculty, staff, and students from both the Education and Language and Letters divisions ran summer enrichment programs for children at the Hartville Migrant Center and St. Anthony's parish, one that serves a large number of migrant families.

In 2007 the Division of Education also developed an after-school program with the Division of Theology that operated in local Mexican restaurants where the children gathered after school three afternoons a week. An urban outreach to the Hispanic community, the program offered services for children and their families in areas of academics, English language learning, adult literacy and parent education. In addition, the partnership made a commitment to the school principal of Our Lady of Peace School to serve incoming Hispanic children for ESL, academic tutoring and interventions, as well as to support other OLOP students with behavioral or academic needs. Walsh education students enrolled in specific courses worked

5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.



CHAPTER THREE CONTINUED

with the children. The joint effort resulted in linking 22 Walsh student tutors with 25 Hispanic students (preschool to fifth grade academic level) during the school year. For their efforts the group received Canton City Schools Volunteer Organization Award. During the summer the partnership continued with an enrichment camp for Hispanic children and their families at St. Anthony's parish church in Canton.

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.

In summer 2008, through Walsh's relationship with the diocese, the partnership incorporated a new physical site for the after-school program, this time at St. Paul's Catholic Church in Canton. The University made a commitment to this expanded outreach program through provision of stipends for a faculty member to coordinate the program year-round, as well as donations of technology, furniture, and work study students. Additionally, St. Paul's Church received \$26,500 from three area foundations and Catholic Charities. This move enabled expansion of the after-school program to a broader population. Students served now include bi-racial, African-American and low-income Caucasian children, as well as the original Hispanic clientele. The program, still housed at St. Paul's "Rebirth of a Dream" Urban Outreach Center, has as its mission statement, "Enabling, empowering and ennobling the dream of each of our children, their parents and family, our Walsh students and mentors, as well as all who are stakeholders in the success and rebirth of the northeast neighborhood, through faith-based initiatives," according to Dr. Jeannie DeFazio, chair of the Division of Education, and Msgr. Lewis Gaetano, now pastoral liaison for Walsh's Urban Outreach Program. Tying together the three tenets of both the Education Division's conceptual framework and the University's mission statement—Judeo-Christian values, respect for diversity, and service to others—the program, in addition to educating the underserved, provides diverse field and service learning experiences for all initial and advanced teacher-preparation candidates through course-based field work and assignments. Instructors from the Education Division are onsite with students in the teacher preparatory program for mentoring, evaluation, and some course delivery. Currently two Walsh instructors teach in the program; another provides students from his classes to deliver language arts lessons. A fourth provides students to assist with technology use, and a fifth serves as a volunteer liaison for collaboration/communication between the outreach program and the area schools, both parochial and public, which the program serves.

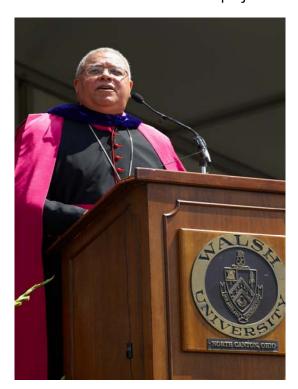
While the Theology Division's role in outreach community education has diminished, the Division of Education has expanded its faith-based initiatives to the underserved, transmitting the legacy bequeathed by the Brothers. In summer 2009 another faith-based group, Antioch Baptist Church, joined the parishes of St. Paul and St. Anthony in the summer education partnership with Walsh. The joint program served fifty campers, a doubling in enrollment since a year ago. In fall 2009 students in the MAED program will become more formally involved with the St. Paul after-school program as well, when faculty and graduate assistants complete student learning research data at the site.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

The Division of Education also partners with the Diocese of Youngstown to insure that students in its graduate program receive the opportunity to work and experience another level of education in the private sector, in areas other than Canton, through placement in diocesan schools in Canfield, North Canton, and areas outside of Stark County.

Additionally, beginning in 2008 Walsh participated in another service learning/ community outreach project this time in collaboration with St. Bernard's church in Akron. Long a beacon for the Hispanic community within the Cleveland Diocese because it offers services regularly in Spanish, the church houses Proyecto RAICES (Roots Project), a Saturday enrichment program run and staffed by Walsh and Kent State faculty and students from education, theology, and Spanish classes. Spearheaded by the Division of Language and Letters, Dr. Cruz-Martes, a faculty member who teaches Spanish, serves as curricular coordinator and grant writer for the program which is spearheaded by the Division of Language and Letters. the Canton collaboration, this program assists underserved Hispanic youth, children between the ages of five to ten, with the development of bilingual literacy and educational enhancement, while at the same time reinforcing the importance of the children's native language, cultures and traditions. In the past year Dr. Cruz-Martes has submitted requests for more than \$50,000 to area foundations. To date she has received \$7,500 from the Akron Community Foundation, the G.A.R. Foundation, and Chipotle Philanthropy.

Campus Ministry outreach also has strengthened ties with the Diocese through collaboration with other campus units and local church leaders. The Walsh Justice and Peace organization, a student-led group that focuses on promoting justice through an awareness of Catholic social teaching, has assisted the academic divisions listed above with their projects involving migrant workers in the parish



The Most Reverend George V. Murry Bishop of the Diocese of Youngstown

communities and at the Hartville Migrant Center. Mary Niedenthal, a full-time campus minister and Director of Student Outreach, meets monthly as Walsh's representative to the local Catholic Consortium. In 2007-2008 the group focused on immigration issues. In conjunction with the Catholic Studies Institute, Campus Ministry hosted a major on-campus panel discussion on immigration, which it then replicated in parishes throughout the area. Campus Ministry personnel also serve as liaisons with area churches' RCIA (Rite of Christian Instruction for Adults) and CCD (Children's Christian Development) programs.



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In 2008-2009 these included the following churches: St. Paul's North Canton, Little Flower, St. Michael's and St. Paul's in Canton. For the past several years Campus Ministry also has taken a group of students to the Christmas Mass at St. Columba Cathedral in Youngstown. Here students witness a number of important rituals central to the Catholic faith. In 2007 they participated in the first such celebration by newly installed Bishop George V. Murry, SJ. This year a contingent again traveled to Youngstown for the Christmas Mass with a Walsh faculty member as one of the standard bearers in the mass's celebratory procession.

While it is difficult to measure exactly the degree to which any of these individual Walsh efforts in support of, or in collaboration with, the Diocese has contributed to improved relations between the two institutions in the last decade, evidence of their collective impact does exist. When the private capital campaign for the chapel began, Bishop Tobin presented a gift of \$250,000 from the Youngstown Diocese in support of the project, the largest diocesan gift to the University since 1959 when Bishop Walsh donated the funds for the Brothers' residence at Walsh's inception.

Mission and Diversity

Diversity was a concern of the North Central Association site-team that evaluated Walsh University in February 2000. The team's report cautioned: "The University must pursue vigorous programs to diversify the campus community."

In 2000 diversity had not long been part of the University's Mission Statement. The phrase "a diverse community" did not become part of Walsh's Mission Statement until 1995. Since then, however, the goal of fostering diversity has shaped the strategic planning of the school. The Critical Success Factors that guided University planning under the administration of President Kenneth Hamilton were revised in light of the concerns emerging from the 2000 North Central Association Site-Team Report. In the Critical Success Factors Plan for 2001-02, the University dedicated itself, in Factor II, to "Vigorously Pursue the University Mission - Particularly its Catholic Identity and Diversity." In Critical Success Factor III-I, the University stated its intent to "Increase Student Enrollment and Improve Retention" by "educating students and employees to the benefits of a diverse University community." Shortly after this, President Hamilton formed an ad hoc committee to conduct a diversity study. The committee completed its report, titled Diversity and International Perspective at Walsh University, in October 2000. The definition of diversity used in this report was consistent with the definition the Higher Learning Commission adopted in 2003 and published in its "Commission Statement on Diversity": "Diversity is represented in many forms, ranging from differences in organizational mission and educational levels to differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in organizations." The report concluded that while Walsh University has articulated diversity as one of its core values, "the University has had mixed success over the past decade in promoting diversity." The report made a number of recommendations on how to improve this situation, and it became the basis for the work of a Diversity Task Force during 2001. The Task Force formulated a vision statement

1b.In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the

greater society it



regarding diversity for the University, conducted a detailed demographic analysis of the school's student population, and suggested tactics to attract a more diverse candidate pool for faculty and staff openings. A comparison of the ethnic and racial demographics of the faculty and staff in 2001 with faculty and staff in 2008 (see below) shows some progress in this area.

When President Richard Jusseaume initiated the next phase of strategic planning in 2002, he solicited unit reports from a broad range of constituencies across the University. One of the groups focused on diversity strategic planning. The group's report of 3 December 2002 concluded that the University "was not very far along," and that, "there is significant work to be done" in fulfilling the language in the Mission Statement that "Walsh University believes in the desirability of . . . a diverse community." The Diversity Planning Group adopted a definition of diversity that would later become the operative definition for the diversity requirement in the current General Education Program, and, as had the diversity report of 2000 and the Diversity Task Force's report of 2001, made extensive recommendations regarding hiring, curriculum, and programming in creating a diverse community. Of special concern was the alignment of the University with Americans with Disabilities Act

In February 2003 the Board of Directors approved eight goals for the new Strategic Plan. Goal eight renewed the institution's commitment to diversity. It affirmed the intent of the institution to: "Pursue diversity in the makeup of the staff, faculty and student body as well as the curriculum. This includes augmenting the curriculum to cover global issues and special needs." Progress on this goal was reported in the Annual Progress Report on Strategic Planning, August 2003. On the plus side the report cited a program for math and science enrichment for Canton's inner-city schools, efforts to recruit more international students, and efforts to increase the racial, ethnic, and gender diversity of the faculty and staff. On the negative side, the report warned, "Americans with Disabilities Act (ADA) is still a weak point for Walsh." At this point, most of the recommendations from the Strategic Planning Group on Diversity remained works in progress. Further progress, however, was evident in the Summary Report on Strategic Planning, 2002-2005 (MJ: Strategic Planning Efforts, 2000-2010), dated December 2005, with regard to the availability of handicapped seating in the Betzler Auditorium, efforts to increase diversity among both faculty and student populations, expanded programming from the Office of Multicultural Affairs, continuation of outreach programs to inner-city schools, and increased study abroad opportunities.

Guided by the Planning Assessment Review Committee, the foundation for the University's <u>Strategic Plan 2007-10</u> (AP#1) was laid during the 2005-06 academic year as a result of the work of an array of focus groups and special presidential task forces. One of the planning groups was a task force on Latino Initiatives. By May 2006 PARC had identified seven themes for the strategic plan through 2010. Theme Five stated the goal: **Embrace diversity and a global perspective:**

"Embracing diversity includes culture, ethnicity, gender, religion, and special needs (from those with disabilities to adult learners returning to the classroom). Across the board, constituent groups desired more study

2d.All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.



CHAPTER THREE CONTINUED

abroad opportunities, more international students on campus, foreign language options which are integrated into the curriculum, and more use of the worldwide network of the Brothers of Christian Instruction."

This remained Goal Five of <u>Strategic Plan 2007-10</u> which reiterated the University's commitment to diversity in its call for the institution to "Embrace diversity and a global perspective particularly through study abroad, on-campus organizations, and academic and service opportunities near and far." The recruitment of Hispanic students was particularly noted.

Guided by the planning efforts cited above, the accomplishments of the University in the area of diversity since 2000 fall broadly into four categories: 1.) diversity as reflected in the demographics of the student, faculty, and staff; 2.) diversity as addressed by the University's curricular and extra-curricular offerings; 3.) diversity as addressed through community outreach programs; and 4.) diversity as a factor in structuring academic support services.

Faculty, Staff, and Student Demographics:

Faculty and Staff:

Since 2002 Walsh University has utilized the Affirmative Action list serve of <u>HigherEdJobs.com</u> when searching for faculty and staff. The University has utilized the publication, <u>Hispanic Outlook in Higher Education</u> when searching for some faculty positions, and has posted staff positions with the Urban League.

As of November 1, 2001, the non-white demographics of University faculty and staff were:

Faculty	Staff			
1 Hispanic Female	1 Black, non-Hispanic Female			
2 Asian/Pacific Islander Males	1 Black, non-Hispanic Male			
	1 American Indian/Alaska Native Female			
	1 American Indian/Alaska Native Male			

As of November 1, 2007, the non-white demographics of University faculty and staff were:

Faculty	Staff					
1 Black, non-Hispanic Female	2 Black, non-Hispanic Female					
2 Black, non-Hispanic Males	1 Black, non-Hispanic Male					
1 Hispanic Female	1 Hispanic Female					
1 Hispanic Male	2 Hispanic Males					
2 Asian/Pacific Islander Males	1 American Indian/Alaska Native Male					
1 American Indian/Alaska Native Male						

1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.



And as of September 2008, the non-white demographics of University faculty and staff were:

Faculty	Staff				
1 Black, non-Hispanic Female	3 Black, non-Hispanic Females				
2 Black, non-Hispanic Males	1 Black, non-Hispanic Male				
1 Hispanic Female	1 Hispanic Female				
1 Hispanic Male	2 Hispanic Males				
3 Asian/Pacific Islander Males	1 American Indian/Alaska Native Male				
	1 Asian/Pacific Islander Male				

Student demographics are reflected in the nature of student contact with others. Walsh freshmen and seniors place Walsh in the bottom five percent of NSSE schools on the response to "had serious conversations with students of different ethnic groups."

Students:

As the above tables indicate, the University's efforts to diversify faculty and staff have met with some success. The diversity of the student population, however, was and has remained predominantly white/non-Hispanic. The chart below indicates the demographic distribution of 1st-year students from 2000-2008.

	<u>White</u>		African-							
	Non-Hispanic		<u>American</u>		<u>Hispanic</u>		<u>Other</u>		<u>Total</u>	
	No.	%	No	%	No.	%	No.	%	No.	%
2000	274	89%	18	7%	3	1%	13	6%	308	100%
2001	230	86%	16	6%	6	2%	14	5%	266	100%
2002	268	89%	16	5%	1	0.3%	17	5.7	302	100%
2003	262	89%	14	5%	2	0.7%	15	5.1%	293	100%
2004	305	90%	23	7%	5	1.5%	7	2%	340	100%
2005	369	82.60%	29	6.5%	6	1.3%	43	9.6%	447	100%
2006	403	85%	21	4%	3	1%	48	10%	475	100%
2007	394	87%	13	3%	7	1%	39	9%	453	100%
2008	434	84%	29	5%	7	1%	46	9%	516	100%

Curricular and Extra-Curricular Offerings:

Diversity in General Education:

In the various permutations of the University's General Education/Core Curriculum requirements since 1997, diversity has had a prominent role. Diversity was one of four clusters in the Core Curriculum requirements implemented in 1997. Students who chose the Diversity Cluster to fulfill their core cluster requirement could select from a body of courses that had as their purpose acquainting students with the diverse and complex relationships of people having divergent experiences, personalities, and cultural heritages. When the new General Education Curriculum

3c. The organization creates effective learning environments.

CHAPTER THREE CONTINUED

was implemented in fall 2005, one of its goals was the expectation that students would "demonstrate respect for commonalities and differences across race, ethnicity, gender, class and diverse human cultures." Criteria for what constitutes a diversity course were established, approved by the appropriate committees and the President, and appear in the section of the Undergraduate Catalog titled "Diversity Applications." All students have to take one three-credit course from an approved list of diversity courses. Faculty teaching diversity courses are to state on their syllabi how those courses qualify as such.

The Office of Multicultural Affairs

http://www.walsh.edu/multiculturalaffairs.htm:

The Office of Multicultural Affairs has as its mission "to foster awareness, understanding and sensitivity to the perspective of groups who are currently and historically have been subject to unfair treatment and perceptions due to racism, sexism, and all other types of discrimination. The office offers support services to these under-represented groups to increase their chances of having a successful academic experience. This is achieved through the active education and promotion of multicultural learning and development through orientation, advising, mentoring, leadership development, and programming for the entire Walsh community." To achieve its mission, the Office of Multicultural Affairs offers an extensive schedule of programs and workshops, and a student orientation aimed specifically at acclimating incoming minority students to the Walsh community, including integration with minority faculty and staff members. Fireside Chats, held in collaboration with Multicultural Academic Services, provide an opportunity for students to discuss the challenges and successes related to their Walsh University experiences. The stated intent of the Fireside Chats, is to address the University's multicultural and international student populations, but website information emphatically states, "ALL students are certainly invited to attend and participate." The Black Student Union addresses the distinct needs of African-American students, but "other minority students" are included. The Students With An Attitude to Succeed (S.W.A.T.S.) team was created as a retention initiative. Members of the

team serve as ambassadors for the Academic Support Center and the Multicultural Academic Services Unit. T-shirts identifying members are worn during academic advising and registration. The leadership demonstrated by the Office of Multicultural Affairs bodes well for the future campus involvement of multicultural groups.



In its strategic planning the University embraces diversity and a global perspective.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.



The Office of International Programming and Services http://www.walsh.edu/internationalprograms.htm:

The University's commitment to inclusivity extends beyond the borders of the campus and the surrounding community to embrace an international forum. To best accommodate the needs of the international student, the University employs a Director of International Programs and Services. Services provided to international students include airport pickup upon arrival, help settling in and getting adjusted, and providing "welcome bags" with sheets, toiletries, snacks, etc. to new arrivals. New students participate in a special off-site orientation in Amish country, attend a camp which seeks to build community, and in collaboration with the International Club, are offered opportunities for day trips and weekend excursions to sites such as Cedar Point, Canal Fulton, Chicago, Niagara Falls, and Williamsburg. These off-campus visitations serve the purpose of providing students with a typical American experience. The Office of International Programs and Services also clearly communicates University expectations, immigration regulations, tax information, personal advising, and reports mandated information to the U.S. Department of Homeland Security.

Each year the International Club and International Student Services coordinate the International Dinner. Participation has increased from 80 attendees in 2006 to approximately 200 in 2008 (with sold out attendance in both 2007 and 2008). The dinner features authentic dishes from many countries prepared by the students and also includes a showcase of culture such as music, dances, and informative presentations. Other events coordinated by the Office of International Programs and Services in conjunction with the Office of Multicultural Affairs include International Education Week (each November) and World Week (usually in April). These events expose the Walsh community to other cultures through special events and through ethnic selections offered in the cafeteria.

In the future the office would like to increase international student enrollments through recruiting plans in conjunction with the Office of Enrollment Management. This past year International Programs and Services began coordinating international students as classroom speakers. As requested by faculty, international students can share their cultural perspectives on various topics such as economics and health care. It is the hope of the Office of International Programs and Services that these requests will increase.

Global Learning Program http://www.walsh.edu/globallearning.htm:

Direct exposure to diverse cultures is provided through the many out-of-country study opportunities sponsored through the University's Global Learning Program. The University's Global Learning Program is examined in full detail in the "Demonstrating Improved Learning" chapter of this Self-Study Report.

5c.The organization demonstrates its responsiveness to those constituencies that depend on it for service.



CHAPTER THREE CONTINUED

Other University programs that support its mission regarding diversity include:

The organization creates effective learning environments.

5a.The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

4c.
The organization
assesses the usefulness of its curricula to
students who will live
and work in a global,
diverse, and
technological society.



- The Master of Arts in Education collaborative with Kisubi Brothers Centre of Uganda Martyrs University (2008). Bringing their charism to diverse populations in need of assistance has become the Brothers' legacy to Walsh, and a responsibility that the University assumes as a part of its Catholic identity, even as the Brothers' personal involvement with the University diminishes. The following quotation from a pamphlet outlining F.I.C. contributions to the education of international students best describes this collaborative relationship between Walsh and the Order: "From 1982 until October 2002, the Brothers of the American Province, the General Administration of the Order, and the community of brothers from Walsh University have contributed \$1,496,153 towards the education of 30 religious students from East Africa, a collective contribution of 93 years of study. . . . Walsh University played and continues to play a vital role in the education of religious from the third world by granting them a 50% tuition reduction. Twenty-four of these 30 students left the United States with either an M.A. or an M.S. [degree]" and returned to East Africa to head major schools, staff universities, work as priests or as Diocesan Walsh also has assumed a direct collaboration on a Master's degree in Education with Uganda Martyrs University. As part of this partnership the coordinator of the Uganda Program, Dr. Carol Sandbrink, former chair of the Division of Education and faculty member, travels to Uganda four times a year to oversee the program. Dr. Sandbrink, in consultation with Br. Francis, identifies partner schools for field experience, provides training in the evaluation process for the Kisubi faculty and training on-site at each of these schools.
- Gender Studies minor (2007).
- Special sections of Elementary and Intermediate Spanish with a Health Care or Pastoral Ministry vocabulary emphasis (2007).
- Global Business major that includes a foreign language requirement beyond General Education proficiency requirement (2008).
- International Relations major that includes a foreign language requirement beyond General Education proficiency requirement (2008).
- Field and clinical experience for teacher candidates in MRDD Programs, County-based SCIP (Stark County Integrated Program) Programs, United Disabilities in Akron.
- Service Learning opportunities through Proyecto RAICES (Roots Project) available through select Spanish, Education, and Theology classes (2007).

Community Out-Reach:

The Center for College Readiness:

In the fall 2007 Walsh University launched its Center for College Readiness initiative at Washington High School in Massillon, Ohio, and at Sandy Valley High School. This initiative was funded by grants of \$29,100 from the United Way of Stark County, and \$75,000 from the Paul and Carol David Foundation as part of the D.R.E.A.M. (Developing Resources for Education and Athletics in Massillon) collaborative. This collaborative combined the resources of the Massillon City Schools and Walsh University, along with the David Foundation, to develop the facilities and staff for a series of programs aimed at enriched academics, broadened career exploration tools, and improved fitness for students.

The International Friends Program:

The International Friends Program matches North Canton community members, including Walsh faculty, staff, and alums, with an international student. International friends do typical American activities together such as attending a football game, playing baseball, dinner with the family, watching a movie, going for a walk, or going shopping. Founded on the idea that we can all learn from each other, the International Friends program brings families and international students together in friendship. Through International Friends area families get to know international students, and international students get to share typical American family life. The goal of the International Friends program is to strengthen the ties international students have with members of North Canton and the surrounding communities to provide a meaningful experience for our students and to develop goodwill ambassadors as our international students leave Walsh University. The program also aims to provide a rich cultural experience for the host families. International Friends began at Walsh University in the fall 2007 and by the end of the 2008-09 academic year the program consisted of 15 families and 15 students. In the upcoming academic year the Office of International Student Services looks forward to a larger program with 17 families and 21 students participating. Because representatives of the Advisory Board, the Women's Committee, alumni, faculty, and staff participate as host families, the efforts of this program are an example of Walsh University's commitment to inclusivity that blends local and global populations.

Theology-Education Hispanic Outreach Program:

In the spring 2008 Walsh University Theology and Education Divisions joined forces to launch the new Theology-Education Hispanic Outreach Program. Designed to supply Pre-K through Eighth grade Hispanic minorities with educational mentoring, the program combines educational practices with the mission and compassion of theological outreach. Walsh has designated five satellite sites to accommodate school systems that lack educational resources to help minorities thrive in the classroom. In fall 2008 St. Paul's "Rebirth of a Dream" Outreach Center's after-school enrichment program became another permanent site. In fall 2009 Our

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

54

Internal and external constituencies value the services the organization provides.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

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Lady of Peace Elementary School, in conjunction with the Diocese of Youngstown, will become a pilot location for teacher training. Walsh students undergo focused coursework and training in not only educational instruction and field experience but ecclesial practices to bridge the gap between cultures.

Academic Support Services:

Academic support services dedicated to fulfilling the mission of the University regarding diversity include:

Multicultural Academic Support Services (MCAS)

http://www.walsh.edu/multiculturalacademi.htm:

These services are coordinated through the Office of the Registrar in order to assist multicultural and international students with their transition from matriculation to graduation. Minority retention is monitored by the University Registrar and Director of Multicultural Academic Services through which qualitative and quantitative data is collected and forwarded to the Dean for Academic Services for analysis. Information gleaned from this analysis is used for problem identification and resolution, and to identify trends.

In collaboration with the Office of Multicultural Affairs, MCAS conducts a series of highly successful initiatives which provide academic support for students in need. Four "Fireside Chats" per academic year provide an opportunity for students to discuss the challenges and successes related to their Walsh University experience. Operating under the theme of "ABC's of Academic Success," the effort has been highly collaborative with representatives from a number of Walsh University departments addressing topics such as financial aid, career development, tutoring, counseling, and academic and support services. Although Fireside Chats specifically target the University's multicultural and international student populations, all students are invited to attend. SEP students and student athletes participate in increasingly large numbers, with attendance growing from 10 to 83 participants in the last year. This program continues to receive support from the Dean for Academic Services, the Chair of Languages and Letters, the Athletic Compliance Officer, Information Services, the departments of Student Affairs, and University Dining Services.

3d.
The organization's learning resources support student learning and effective teaching.



Although collaboration efforts for minority retention have been successful, the biggest challenge involves community misperception of the Fireside Chats program and its goals. The program is not restricted to African-American or international students; rather, its goals reach out to all students who need academic support. In addition, Fireside Chats are not intended as "complaint sessions," but as an opportunity to provide information needed and requested by Walsh students.

The Walsh University S.W.A.T.S. (Students with an Attitude to Succeed) Team was created as another retention initiative to assist the multicultural student population. Working in conjunction with the Academic Support Center, team members are trained to assist their peers with basic academic questions including registration procedures and deadlines, graduation application, advising, transcripts, and referrals to campus offices. Future plans may include hiring academic peers to assist in these functions, which are currently provided by nine volunteers trained by the Registrar.

Conclusion:

In accordance with its mission and the goals of its strategic planning, since 2000 Walsh University has vigorously pursued programs, both curricular and extracurricular, to engage its students with the diversity of human populations and the specific issues each faces. These efforts, however, have not resulted in any significant changes in the demographic profile of students attending Walsh. The recruitment of minority students to the University has been and remains a challenge. On the other hand, the University has achieved some success in increasing minority representation in the composition of its faculty and staff.



CHAPTER THREE CONTINUED

1c.

Understanding of and support for the mission pervade the organization.

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.

3с

The organization creates effective learning environments.

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.

Mission and General Education

Rooted in the tradition of natural law, a teaching of the Roman Catholic Church is that justice is one of the cardinal human virtues. According to the Catechism of the Catholic Church, "Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good." These ideals have been at the heart of Catholic education since the first universities began in the Middle Ages. The Rule of Life of the F.I.C. reaffirms these principles: "The Brother's education apostolate depends on the love and respect for his students in whom he recognizes the dignity of man. . . . " Walsh University continues this legacy through pursuit of the liberal arts and also in its more vocationally-oriented academic programs. Therefore, throughout its history, Walsh has steadfastly retained as essential to its mission the need to provide a "values based," "liberal arts and sciences" education that "encourages individuals to act in accordance with reason guided by the principles and examples of Jesus Christ." This part of the mission continues to be addressed most centrally by the General Education curriculum as professional majors have proliferated in response to students' career interests, and as the requirements of their outside accrediting bodies have dictated required courses of study.

The necessity for General Education to carry this part of the mission increases the rationale for an integrated core curriculum, a necessity noted by the 2000 accreditation team. At its urging and with this end in mind, the University undertook a systematic revision of its General Education program, hoping to create an integrated, mission-oriented curriculum centered on the theme, "Finding Meaning and Purpose in the 21st Century." What emerged was a two-tiered program, in addition to competency requirements in math, writing, and a foreign language. All traditional first-year students also participate in a one-credit, first-year experience that orients them both to campus life and to their role in the fulfillment of Walsh's mission.

The First-Year Experience class (GE 100) attempts to introduce first-year students to their academic, social, and service responsibilities at Walsh, to foster a culture of wellness, and to promote all of this in the context of the Walsh University Mission. In addition to introducing students to advising procedures, basic information seeking skills, and proper use of technology, the course encourages the development of critical thinking and active learning through reading, written response, and group discussions. The class text, *Left to Tell* by Immaculee Ilibagiza, provides a common reading experience meant to enhance students' understanding and appreciation of diversity and unfamiliar cultures, a reinforcement of the University's commitment to a "values-based education with an international perspective." The small classes of 12 students should provide the comfort level necessary for academic, spiritual, and personal growth.

The first tier of the General Education Curriculum, ideally completed during a student's freshman and sophomore years, has as its purpose the creation of a broad liberal arts foundation through the traditional distribution of courses in literature, history, social and behavioral sciences, natural sciences, philosophy and theology. The latter two disciplines no longer remain privileged at this level, a

marked change from both previous Walsh core curricula and earlier Catholic higher education in general. Originally, Walsh required that a student take 16 hours in these two areas. In the current General Education Program, students still have required courses in theology and philosophy at the Tier I level, and a required theology course t the Tier II (Heritage Series) level. Other philosophy and theology courses can be taken as electives to fulfill other Tier II requirements.

Nonetheless, philosophy and theology are not slighted in the revised General Education program. At the Tier II level, 11 theology courses and eight philosophy courses are among the elective offerings, with titles such as "Ancient Philosophy," "Medieval Philosophy," Contemporary Philosophy," "Christian Theology to 1500," "Christian Theology 1500 to Present," "Jesus: Source of Meaning," "Jesus the Liberator," and "Christian Moral Response." These provide historical explication of the Western religious and philosophical traditions that still influence the answer to the Socratic question, "How should humans live?" It is at this second level of courses, designated as the "Heritage Series" and taken primarily in the last two years of a student's undergraduate experience, where the University more demonstrably requires students to engage the Catholic intellectual tradition in answering this question through a series of designated courses that has as its common goal the promotion of the Church's sensitivity to justice. Students are required to take a set of four sequential courses for which the Pastoral Constitution of the Second Vatican Council, Gaudium et Spes, The Pastoral Constitution of the Church in the Modern World serves as inspiration and common text. Although written in the 1960s, Gaudium remains a complex and multi-layered document, the exploration of which develops students' critical capacities to both analyze and evaluate the evolution of the values of Western society, as well as their personal value systems. The text addresses many issues, including the dignity of human persons, economic justice, war and peace, and the development of just and responsible political systems. However, more than 40 years old, the document largely ignores humans' relationship to nature, the issue of women's roles in the modern Church, or the declining interest in religious vocations in developed countries. In the first Heritage course, students focus on problems in the modern world identified by the Church as either urgent or insignificant by their omission from the document. At the second Heritage level, students take two courses: one in theology, the other in the liberal arts. Through primarily humanities-based offerings from which students can choose, Heritage courses examine the secular Western traditions that have either addressed or exacerbated these problems. In the theology course students also examine the Church's teachings and actions in response to these issues. The fourth Heritage course, which is to serve as a capstone experience to the Series, asks students to examine either "integrative responses" that are being proposed to address these problems affecting modern society, or formulate possible responses of their own. One problem with advising for the Heritage Series is that academic advisors and their students do not check to see if the students are taking the Heritage courses in sequence.



CHAPTER THREE CONTINUED

Participation in course creation or revision for the Heritage Series has been positive. The 2009-2010 Undergraduate Catalog lists over 90 individual courses in 16 different disciplines within the Heritage Series that purport to "identify meaningful problems, locate those problems historically, and address responses to these problems that have captured [student] imaginations." However, the University still must address standardization, integration, and assessment issues with Heritage Series implementation, especially given the importance, number, and variety of courses involved in delivering this part of the General Education program. Even though the Provost created a Director of General Education in 2008, little oversight of this tier of the core curriculum has occurred, other than that supplied by individual divisions responsible for courses in the Series. No guidelines exist for courses with a Heritage designation concerning either the breadth or depth of the Gaudium material that should be incorporated into any given course. Few course descriptions assist either students or advisors in choosing the set of courses within the Heritage Series that will allow individual students to create an integrated exploration of a single problem or set of problems that is a meaningful concern to them. As a result, creation of a valid assessment measure for the "integrative response" in the capstone experience remains problematic.

1c.
Understanding of and support for the mission pervade the organization

Resolving these issues in future is especially important given the impact the Heritage Series can have in the transmission of both the Catholic and F.I.C. legacies. In a presentation to Heritage faculty in May of 2009, Br. Guy Roddy made clear the connections between Mennaisian Charism and the emphases outlined in *Gaudium et Spes* that could provide integrative themes and purposes for Heritage courses. Both recognize the essential dignity of the human person. Both emphasize the importance of improving, rather than judging, humanity through witness and work that honors and reflects Christ's life in the world. Both emphasize the individual's specific responsibility in this regard to live correctly and in service to others. Both emphasize the importance of the development of a culture through which values can be modeled and transmitted. Both emphasize the preeminence of Divine love and providential care. Both emphasize the importance of a holistic education to prepare one for a productive role in human service.

The Heritage Series is not the only academic experience where students can explore what living ethically entails. The titles of courses from a variety of disciplinary and interdisciplinary offerings—"Business Ethics," "Bioethics," "Mass Media Law and Ethics," "American Indian Literature and Environmental Justice," "Religious and Socially Conscious Writings from El Salvador," "Human Rights in Latin America," "Moral Philosophy," "Introduction to Peace Studies," "Civil Rights and Liberties"—indicate other academic experiences both inside and outside of the General Education curriculum that foreground the legacy of social justice and service so prominent in both the F.I.C. and Catholic identities.



Mission Documents and Public Dissemination

Walsh University disseminates its mission publically, both verbally and visually, through a variety of information sources. Walsh University's crest and motto, *Sed Deus Dat Incrementum*, introduces all public communication through its appearance on letterhead, mailers, business cards, websites, news releases, and brochures. Documents also feature Walsh University's formal mission statement. When introducing Walsh formally to a new audience, the complete Mission Statement with its three parts—Statement of Identity, Statement of Mission, Statement of Vision—generally appears. The following contain the complete statement of Walsh's mission as part of their first page or introductory sections:

- The "Our Mission" page of the University website (http://www.walsh.edu/missionstatement-1.htm)
- The <u>Undergraduate Catalog</u>
- The Graduate Catalog
- The annual Walsh University Fact Book
- The Employee Handbook for Professional and Support Staff
- The Faculty Handbook
- The Adjunct Faculty Handbook

As such not only the University's identity and founding mission, but also the goals that forward their development are easily available to the Walsh community. However, of these seven publications, only the website and catalogs make Walsh's complete mission available to the general public. The <u>Graduate Catalog</u> does this best, devoting an entire page not just to the statement of Walsh's mission but also to its agency in shaping the philosophy, purpose, goals, and curricula for graduate education at Walsh.

Instead, more often Walsh's public "Statement of Mission" appears in truncated form with only its statements of identity and mission printed for public dissemination. These usually appear prominently on the first page of the publication, often directly below a picture of the University's President and as a sidebar to his welcoming message. Alternatively, the statements appear on the back cover along with contact information for the University or as part of the mailer. This shorter version is sufficient for "friends of Walsh" and donors who receive its annual reports, news magazines, newsletters, and funding appeals or pick up a brochure describing the new chapel. The short version summarizes succinctly the University's designation as a Catholic institution with an emphasis on furthering the Brothers' legacy by providing a values-based, service-directed education.

Nonetheless, this edited version of the mission statement shortchanges the list of qualities and environments which Walsh seeks to develop in and around students to enable them to perform such service successfully. Therefore, for those publications that have prospective students and their parents as their target audience, using the more expansive mission statement that includes the Statement of Vision might prove beneficial. These include the Orientation Brochure, Honors Brochure, as well as division brochures that promote graduate study. For while visually these

1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.



CHAPTER THREE CONTINUED

brochures do picture students as part of a diverse learning community, engaged with faculty in interactive and service settings, the importance of the liberal arts mission that "fosters critical thinking, effective communication, spiritual growth, and personal, professional and cultural development" is not specifically articulated.

Mission presentation in undergraduate admissions brochures is even more oblique. Rather than include any statement of the University's mission as a whole, these documents concentrate only on the missions of the individual divisions. While a focus on the particularities of individual programs and majors is understandable, undergraduate programs still should recognize their connection to the integrated entity that is Walsh University. At the very least they should include the shortened version of the Walsh Mission Statement. At best they also should revise their individual mission statements to more clearly articulate their relationship to the legacy of the Brothers and the University's larger mission.

1c.
Understanding of and support for the mission pervade the organization

Exceptions to this criticism are the publications for the Division of Education, one whose unit mission and promotional pieces could serve as a clear model for those of other undergraduate divisions and programs. Its three-page interpretive description of the Division's mission and logo that opens its NCATE report begins with a summary, used throughout its information pieces, that clearly ties both of these components to the Brothers' charism and its outgrowth in Walsh's mission.

Mission of the Division of Education

"Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society."

Vision of the Division of Education

"The division's vision is coherent with the 'theology of education' of the Brothers of Christian Instruction – a calling to educate the whole person for the common good, to make special effort to reach those who might not have the chance, and to strive to be models of virtue – practical, intellectual, moral, and spiritual.

Collaboration through projects with other students and faculty members as well as professionals and families from the greater local community allow for education candidates to experience the key tenets of the mission and vision."



Mission and Legacy Transmission through the Walsh Website

The Walsh University website contains a rather substantial link "About Walsh" (http://www.walsh.edu/about) with subsections (tertiary links) that present the mission and history of the institution, its alma mater, Our Lady of Perpetual Help Chapel, as well as the founding history and charism of the Brothers of Christian Instruction worldwide. Walsh history includes pages that picture the seven founders and provide descriptions of their early efforts and struggles to begin their college, a visual summary of the physical development of the school, a description and interpretation of Walsh's crest and motto, the lyrics to its alma mater, and pictures of Brothers currently serving Walsh. Pages within the "About Walsh" section also link Walsh to its founding order through brief descriptions of Fathers John Marie de LaMennais and Gabriel Deshayes, who founded the Brothers of Christian Instruction, a description of the Order's intended apostolate, a summary of its current outreach, and a picture and interpretation of its coat of arms. The University's mission statement has its own link with a further link to pages that more completely describe how Walsh attempts to fulfill its mission.

Other areas of the website also emphasize Walsh's religious identity, its liberal arts mission, and commitment to a legacy of service. The "Admissions" link welcomes visitors to the website of a Catholic institution and the University's logo appears on each of its screens in the upper right-hand corner. A video that introduces students to life at Walsh features commentary from the University President, the Chair of the Division of Education, and two Brothers, all of whom emphasize Walsh's mission – its religious commitment, its close student-faculty relationships, and its intimate, interactive learning environment that promotes academic excellence and service to others. Alumni, too, speak of mission, particularly the value of a holistic liberal arts education in preparation for service and living.

The "Academics" link repeats Walsh's emphasis on holistic, faith-based education delivered by a competent and diverse faculty with parts of the mission statement parsed throughout its descriptions. For instance, "Our focus is on teaching the whole student, mind, body, and spirit . . . Our experienced and dedicated faculty comes from all over the world to offer an *international perspective* which is always rooted in faith."

The Walsh University website does seek to transmit the school's mission and legacy in a somewhat integrated fashion. Mission receives specific acknowledgement throughout much of the site, particularly in the above-noted areas. However, mission emphasis could be strengthened in the "Graduate Programs," "Athletic," and "Student Affairs" links. Inclusion of the Graduate Programs' statement of purpose (discussed earlier) that makes specific reference to the service mission of the Brothers would be beneficial, as would a similar reference in the introduction to student affairs. "Athletics" could develop a similar introduction to its link, but with an emphasis on Walsh's desire to develop the whole person. Additionally, the presentation of mission information could be better organized and more prominently displayed. Mission might have its own link on the Walsh homepage, for instance. At the very least the history and mission could be more logically organized in the "About Walsh" menu.

1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.

1c

Understanding of and support for the mission pervade the organization.



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The website also needs more consistent maintenance, particularly in relation to the Brothers. One of the Brothers featured in the site's Admissions video, second President Br. Robert Francoeur, died two years ago. The website does, however, feature a prominent link to information about Walsh's 50th anniversary, a celebration of the mission and legacy of Walsh and its founders.

Integrity Policies as an Extension of Mission

For many years of the presidency of Richard Jusseaume, hanging from many of the lamp posts lining Walsh University sidewalks were banners proclaiming the ideals of "Excellence, Integrity, & Service." The University strives to achieve, through clearly articulated and fairly applied policies and procedures, and the actions of the President, Board of Directors, administration, faculty and staff, the ideal of integrity.

The most significant guide for acting with integrity is the institution's identity as a Catholic University whose mission "encourages individuals to act in accordance with reason guided by the example and teaching of Jesus Christ." Rooted in the Catholic intellectual tradition is the principle of *imago Dei*, that all human beings are created in the image of God, and thus possess inherent worth. Upon assuming office the President of the University takes an "Oath of Fidelity" in which he makes a commitment to "always maintain personal communion with the Catholic Church in the words I speak and the way I act," and he affirms his duty to create "an environment where-in all of God's children are treated with dignity and respect." The University's Catholic identity provides the context in which the whole range of policies and procedures protecting the rights of individuals, whether internal to the University or required by law, are applied.

Federal Compliance: The University adheres to the requirements of the Federal Educational Rights and Privacy Act (FERPA), of the Family and Medical Leave Act (FMLA), of the Americans with Disabilities Act (ADA), of the Health Insurance Portability and Accountability Act (HIPAA), of federal policies assuring equal employment opportunities, and those protecting individuals against sexual, racial, and religious discrimination. Walsh University is in compliance with the principles and standards of the Higher Education Reauthorization Act (1996 as amended), and the requirements of the Sarbanes-Oxley Act (2002) regarding accounting, internal controls, or auditing matters. Rights and procedures relating to the University's compliance with federal laws are published in handbooks for faculty, staff and students, and/or through the University web page.

Internal University Policies: Internal University policies related to due process include but are not limited to the following:

- A **Code of Conduct Policy** which requires all members of the University community to observe the highest standards of professional behavior and ethics in the conduct of their duties.
- An Acceptable use of Walsh-Managed Information Technology Policy, which describes user rights and privileges of information technology owned and operated by the University.

1e. The organization upholds and protects its integrity.

4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.



- A range of **Academic Policies and Procedures**, described in the Walsh University Graduate and Undergraduate catalogues, and the <u>Student Handbook</u>, that include:
 - 1. a student's right to appeal a grade or academic decision he or she believes to be unfair or in error.
 - 2. an academic forgiveness policy.
 - 3. academic integrity policies and procedures.
 - 4. academic standing policies defining good standing, probation, dismissal, and suspension.
 - 5. attendance policy.
- An Anti-Discrimination Policy which defines the University's position on behaviors it considers discriminatory and harassing, and outlines the rights of employees and students who may have been a victim of discrimination or harassment.
- Tenure and Promotion Policies and Procedures that assure fairness and due process in decisions regarding tenure and promotion of full-time faculty with rank.
- Human Subjects Review Policy which stipulates ethical standards for research involving human subjects (http://www.walsh.edu/ humansubjectsreview.htm).
- Student Life Policies and Procedures, contained in the <u>Student Handbook</u>, which set standards of conduct for students, and describe a student's right of due process when those standards might have been violated.
- A Compliance Policy that describes the rights and responsibilities of University employees under the Sarbanes-Oxley Act (2002).
- An Intellectual Property Policy that defines the parameters of ownership of intellectual property produced in the course of research and scholarly study.
- Policy Statement on Grant Writing and Administration which establishes guidelines for writing and submitting grant applications, and responsibility for internal oversight of grant implementation.
- A **Nepotism Policy** which defines Walsh University's position on declining employment to those individuals who are related to or are members of the same household as current employees of the institution.
- In addition, the Office of Advancement is a member of the Council for Advancement and Support of Education, and adheres to the Council's "Statement of Ethics" in assuring professional conduct in all areas of institutional advancement.

Oversight Responsibilities: All University Vice-Presidents, Deans, Associate Deans, Division Chairs, and Program Directors have the responsibility to oversee the compliance of personnel under them with the above policies. In addition, the following bodies are responsible for assuring that due process has been followed, and standards of fairness and justice have been met, in the exercise and enforcement of all University policies and procedures:



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- The Faculty Grievance Procedure is a process by which teaching faculty members who allege errors, inequities, or prejudices in official actions of the University as regards their tenure status, salary, promotions, and sabbaticals may have those concerns reviewed. All other claims of wrongful treatment or actions may seek redress to the University Equity Board or University Grievance Board. This procedure is intended to facilitate, with all due speed, in the simplest, most direct manner, the resolution of grievances, within established channels. Steps in the procedure are described in Part B of the Faculty Handbook (2008).
- The Grievance Board, an entity of the University Senate that works to promote and promulgate the standards of conduct approved by Walsh University constituencies. The Grievance Board works with all members of the University community in further defining appropriate standards of conduct and promoting methods of resolution protective of a community member's due process rights. The policies and procedures of the Grievance Board are published in the handbooks for faculty, professional staff, and support staff.
- The **Equity Board**, an entity of the University Senate that provides a way for employees and students to bring acts of sexual/racial/religious discrimination and/or sexual harassment to the attention of the University.
- The Student Life Judicial Board whose mission is to foster a sense of responsibility for personal and community standards through education and personal accountability. This is achieved by consistently reviewing and determining appropriate judicial responses in cases involving any breach of Residence Hall policy, University policy (i.e., cafeteria, game room, inappropriate classroom behavior, or any other area governed by Student Life), and student association regulations.
- Internal Review Board which reviews and approves all research involving human subjects done by faculty and students at the University.

Fulfilling the Mission through Service

Walsh University's faculty, staff, and students fulfill the institution's mission and honor the legacy of the Brothers of Christian Instruction by engaging in extensive campus and community service opportunities. These programs serve the surrounding Stark County community and global neighbors as far away as Uganda. Walsh University's philosophy of service is best captured in the following passage: "Community is where we help those who are poor or suffering not merely from a sense of social justice, but because we have a deep sense of our interconnectedness with all people, creatures, and all of creation. And in helping, we too are nourished" (Nouwen, 2008). The University's Service Learning Program, in which Walsh undergraduates participate as part of their General Education requirements, is reviewed in the chapter on "Demonstrating Improved Learning." Many Community Service projects are covered in the chapter on "Enhancing Collaboration across the University Community," while service relating to the institution's goal of embracing diversity receives extensive treatment in this chapter on "Articulating the University's Distinctiveness."



The section below reviews how specific academic disciplines are engaged with service, and examines some community service endeavors not described elsewhere in the Self-Study Report.

Service within Academic Divisions

Behavioral and Social Sciences

A hallmark service learning initiative of the Behavioral and Social Sciences Division is the Uganda Global Learning Program, which combines two classes (SOC 205 Social & Cultural Diversity and SOC 490 Uganda Experience). The Social and Cultural Diversity course (designated as a Service learning course) focuses on the development of a sociological perspective on culture, social institutions, diversity, and inequality. Through the cross-cultural immersion format of taking classes with and serving alongside Ugandan students in partnership with Kisubi Brothers Centre of Uganda Martyrs University, students learn about components of culture, cultural universals, and the provision of goods and services by central social institutions. The program first began in May 2007, and a second group of students participated in 2008. They served at Meeting Point International, a women's collective that houses 3,000 women and children with HIV/AIDS. Students helped the women with jewelry-making and grinding stones for cement. They also visited the Mildmay Center to learn about HIV/AIDS care, education, and training. In May 2008, Walsh University and Kisubi students served together painting and landscaping the Mbaabali School, an elementary school for orphans and children. These service components benefited the community through the students' direct involvement with the projects and also left a long-lasting impression on the students. Through reflective discussion, papers, and a post-journey presentation, students summarized the insights gained from the experience. Student assessments indicated that this program altered their perspective on the world and gave them a greater understanding of Ugandan culture.

A unique component of the Uganda program is its incorporation of the Kisubi students in the classes and service projects. This design allows both Walsh University and Kisubi students an opportunity to ask questions, observe, learn about cultural differences firsthand, and provide numerous other meaningful learning opportunities. This is yet another form of service learning—helping one another grow in cultural awareness and understanding.

Business

In fall 2008 BUS 304, Management and Organizational Behavior, was designated a service learning course. In spring 2009 41 students enrolled in this course fulfilled their service learning requirements by learning the concepts of effective business management with the Rotary Clubs of Canton and Cleveland. These students worked in small groups of three to six students with one of the two service projects for the Rotary Clubs of Canton and Cleveland: the Pro Football Hall of Fame's Dream Weekend and the Tall Ships project. These two service learning projects allowed students to use their talents to benefit two non-profit groups and gain hands-on experience in management and planning by designing a peer organization, providing consulting to an organization, and applying action research.

3c. The organization creates effective learning environments.

4c.

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

Internal and external constituencies value the services the organization provides.

CHAPTER THREE CONTINUED

The Pro Football Hall of Fame's Dream Weekend took place from August 6 through August 9, 2009; the Canton Rotary Club and the Pro Football Hall of Fame offered raffle tickets for a national winner to receive a grand prize including round trip airfare for two from a local airport to the Akron-Canton Airport, limousine service, free hotel accommodations, and tickets or passes to a number of different events and locations such as the National Ribs Burn-off, the Pro Football Hall of Fame, the Hall of Fame Fashion Show Luncheon, and the Timken Grand Parade. Walsh University students had to use their marketing and communications skills to help the Canton Rotary Club make their big event a success by making contacts, compiling research, and creating a marketing plan for them.

The Cleveland Rotary Club's Tall Ships project involves the historic tall ships that will set sail from the port of Cleveland in celebration of the 100th anniversary of the Cleveland Rotary Club in 2010. The Cleveland Rotary Club hopes the Tall Ships project will attract tourists, create interest in maritime history, and provide educational opportunities for at-risk youth by allowing them to experience a voyage as a crew member on a tall ship and challenging them to work together as a team. Walsh University students developed a database of potential contacts, specifically Cleveland research foundations, to help fund the one-million-dollar Tall Ships project.

In one section of BUS 304 students analyzed for the Cleveland rotary club tax forms of Cleveland non-profits to determine who had donated to similar causes and the amount they had donated, the foundations' proximity to Cleveland, and the field guidelines of these foundations. In the other section of BUS 304 students compiled industry contacts like automobile companies or food industries, determined whether these industries would donate to the Tall Ships project, and if so added them to the database of potential donors. The two sections of BUS 304 submitted the finalized database of potential donors to the Cleveland Rotary Club in April 2009, so the members of the Cleveland Rotary Club could build their budget.

The service that the students enrolled in BUS 304 performed for the Cleveland Rotary Club is the work of a marketing analytics company whose services would typically cost the Cleveland Rotary Club about \$60,000-\$70,000. Dr. Michelle Spain required the Walsh University students to submit their work hours on the Tall Ships project to a peer review group who was responsible for qualifying the hours that students spent compiling the database of potential donors. This time log will show the Cleveland Rotary Club how much money they saved by allowing the Walsh University students to provide them with this service instead of a marketing analytics company.

Education

Offering its students numerous opportunities for intentional experiential learning that benefit local school children while facilitating academic and professional growth of teacher candidates, the Education Division is a campus leader in service learning.

In spring 2009 approximately 60 students enrolled in EDUC 208, Instructional Technology, participated in an after school tutoring program at the Canton Calvary Mission which serves the students at Gibbs Elementary School in the Canton City EDUC 208 is a required course for all education majors, so every Schools. education major participates in the Canton Calvary Mission after School Tutoring Program. The Walsh University students assist with technology-based projects like helping with the computer lab set-up, maintenance, configuration, and collaboration with students; assisting with documentation of software, hardware, and resources in support of students; tutoring the elementary students using various forms of media; and delivering instructional activities using instructional technologies to meet student needs. The Walsh University students complete assessments and activities including service learning discussion demonstrations, and reflections.

In spring 2009 students in EDUC 255, Cognitive and Language Development, participated in the Urban Outreach Service Learning Project at St. Paul's Catholic Church in Canton, Projects Rebirth and Rebuild. Project Rebirth serves preschool through fifth grade students who attend Fairmount and Youtz Elementary Schools and Our Lady of Peace (OLOP) by providing guidance in their schoolwork and offering enrichment exercises to facilitate academic, personal, and spiritual growth. Project Rebuild serves at-risk youth who have not been successful in traditional high schools by allowing them to enroll in language arts, mathematics, science, and social studies classes to pass their Ohio Graduation Tests and receive a high school diploma; it also provides them with construction skills for future employment opportunities. Students enrolled in THEO 208, Community We Call Church, also participated in Project Rebirth in summer 2008, and fall 2008. Students in THEO 202, Jesus Source of Meaning, participated in spring 2009.

Approximately 20-30 Walsh University teacher candidates participated in Projects Rebirth and Rebuild during spring 2009 and Summer 2009. The Urban Outreach Service Learning Projects, Projects Rebirth and Rebuild, allow our Walsh University teacher candidates to delve into the richness of teaching in local urban communities and to face the real challenges these students and families face every day. The Walsh University teacher candidates facilitate a diverse group of students and their families in these two enrichment programs. The Urban Outreach Service Learning Project benefits the people in the local community because these people rely on Walsh University to help their children academically. Projects Rebirth and Rebuild have promoted positive character development in these students and their extended families. The extended families have participated in two evenings of arts and crafts with their children and an evening to celebrate Thanksgiving dinner. These extended families have come to know, trust, and count on Walsh University.

The e-mail collaborative in EDUC 351, Teaching Methods of Developmental Reading, was initiated by a two-year \$18,000 grant, Enhancing Strategic Reading through e-Mail Partnerships, awarded by the Council of Independent Colleges in 1996, and was maintained by a two-year, \$10,000 grant, Literature-based E-mail Partnerships to Enhance Social Studies Learning: A Collaboration among Teacher Preparation Programs and Elementary Schools, in 1998. These grant funds

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5d.

Internal and external constituencies value the services the organization provides.



CHAPTER THREE CONTINUED

purchased computers for the elementary school classrooms, stipends for the elementary classroom teachers, and multiple copies of children's literature. Since 1998 students enrolled in EDUC 351 have participated in the e-Mail collaborative without additional funding.

In fall 2006 Walsh University designated EDUC 351 a service learning course. The e-mail collaborative allows Walsh University teacher candidates and Greentown Elementary School students to engage in book talk about children's literature and social talk using technology. Approximately 40 Walsh University teacher candidates participate in the e-mail collaborative each fall and spring semesters. The e-mail collaborative benefits the elementary school students and teachers by providing purposeful, constructive ways to use computers, social dialogue, and book talk. Walsh University teacher candidates engage in learning how to teach children how to read and discuss children's literature in purposeful, constructive ways using technology.

2b.
The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Walsh University has designated EDUC 354, Reading in the Content Area, as a service learning course beginning in spring 2009. Approximately 40 Walsh University teacher candidates participate in the service learning projects during the fall and spring semesters. Teacher candidates enrolled in EDUC 354 administer the 3-Minute Reading Assessments to the entire first-year student class of the McKinley By administering these 3-Minute Reading Assessments, Freshman Academy. middle school, high school, and physical education teacher candidates learn how to determine an adolescent's word accuracy, fluency, and comprehension levels in reading. These Walsh University teacher candidates also develop a Content Area Struggling Reader Intervention in which they select four trade books in their content area (language arts, mathematics, physical education, social studies, or science) to move a struggling first-year student approximately 200 Lexile measures during his or her sustained silent reading time. Walsh University candidates provide a reading intervention program for the McKinley Freshman Academy teachers to employ with their adolescent struggling readers.

Walsh University teacher candidates also design and teach a reading in the content area lesson using a variety of texts and discussion, comprehension, pre-reading, study, vocabulary, and writing strategies. Walsh University teacher candidates gain experience designing a lesson plan by selecting curriculum materials and reading in the content area strategies for middle and high school students in an urban setting. Walsh University teacher candidates also participate in at least two teacher planning sessions, an Open House at the McKinley Freshman Academy for the urban students and their parents, and Parent-Teacher Conferences.

ISE 347, Sensory/Motor/Health Intervention, was designated a service learning course in fall 2006. Students enrolled in ISE 347 work with individual students who attend Fairhope Elementary School and have significant cognitive disabilities and/or autism. Walsh University teacher candidates develop an intervention plan, create an educational visual support tool (book, picture schedule, or social story), teach the student to use this tool, collect data, write a summary of the intervention results, and provide the actual visual schedule to Fairhope Elementary School for continued use after the course ends.



ISE 347 is a required course for the Intervention Specialist Education, Moderate-Intensive, and Early Childhood Intervention Specialist Education majors, so Walsh University teacher candidates in these two programs complete this service learning course. Walsh University teacher candidates gain experience working with students in selected classrooms and provide a service to the local elementary school, specifically to the classroom teachers and targeted students. They provide assessment and intervention data as well as a finished product that can be used after the course ends.

Walsh University students enrolled in ECE 410/ISE 441, Early Childhood and Intervention Specialist: Professionalism in Practice, Pre-Clinical, have provided an after school program for the Portage Collaborative Montessori School for 14 years. Thirty-six first through fifth graders from the Portage Collaborative Montessori School who come from five school districts are recruited through a letter in collaboration with the principal and the faculty of Portage Collaborative Montessori School. The number of Walsh University teacher candidates varies depending upon the number of Early Childhood Education, Early Childhood and Intervention Specialist Education, and Intervention Specialist Education majors enrolled in the Pre-Clinical course.

The Portage Collaborative Montessori School students benefit from the after school program as it provides a thematically based, minds-on and hands-on program for seven consecutive Thursday afternoons each fall and spring semester. The Portage Collaborative Montessori School students experience a variety of different learning experiences they would not normally encounter in the typical school setting. While receiving feedback from their professor to aid in their professional development, the Walsh University teacher candidates have the opportunity to develop a program and teach the lessons and activities to the elementary school students.

Walsh University teacher candidates enrolled in the service learning courses write a reflective essay at the end of the semester in which they are evaluated by their professors with a Service Learning Reflection Rubric. The Service Learning Reflection Rubric requires them to discuss the demographics, population, and curriculum of their service learning sites; their learning regarding their own licensure area's content knowledge; their personal feelings, impressions, ideas,

Judeo-Christian values, and analysis of the service learning sites; their reflections and their understandings of the theoretical issues, content knowledge, and candidate dispositions of these service learning sites that they could apply to their teaching in the future; and their selection and discussion of two of the seven Standards for Ohio's Teachers by providing examples of how they could apply these standards in their own learning from these service learning sites.



Dr. Robert Dunnerstick, Associate Professor of Education, prepares future educators.

3a.The organization's goals for student learning outcomes are clearly stated for each educational program

and make effective

assessment possible.



CHAPTER THREE CONTINUED

Humanities

Before the official designation process of labeling courses as Service Learning (SL) courses began, COM 365, Advertising/Public Relations Writing, had been incorporating service learning components since 2005 and is now designated as an SL course. The class serves as an independent creative consulting team for a community nonprofit organization. The project provides each student with real experience to complement classroom theory on market research, special event planning, media crisis, ad writing, and client presentation. The partnership enables the client to utilize concepts and materials developed by the students in their promotion and programming efforts. Students reflect on the experience through class discussions, reflection journals, and portfolios, which enhance classroom learning while also developing their sense of responsibility within the community. Nonprofit organizations served in previous semesters include the Canton Masonic Learning Center, Early Childhood Resource Center of Stark County, and Ohio State University Extension in Stark County.

Language and Letters

ENG 102, Reading and Writing Connections, has offered a service learning component from fall 2006 to spring 2008 at Compton Elementary School, Canton City Schools, and from fall 2008 to spring 2009 at Belden Elementary School. The students enrolled in ENG 102, Reading and Writing Connections serve as mentor-tutors by providing tutoring to the elementary school students. In fall 2007 and Spring 2008 Walsh University students hosted one class each semester from Compton Elementary School for "A Taste of College" in which the elementary school students shadowed the Walsh University students to their classes and campus activities. Two sections of ENG 102, are designated as service learning courses each fall, and one section, each spring. All first-year students are required to take ENG 102 unless they test out of it. Approximately 38 students enrolled in these Service Learning sections of ENG 102 in the fall semester, and 18 students in the spring semester.

The service learning component in Reading and Writing Connections, benefits the elementary school students at Belden and Compton Elementary Schools by providing them with individual support in academics. The students who are enrolled in ENG 102 choose topics for the required research paper from their service learning experiences and support their papers with the field research from the two elementary schools, which meets the writing course objectives; the students also learn about the needs of the community and about themselves from this service learning experience.

Walsh University students enrolled in advanced Spanish courses in fall 2007 and spring 2009 participated in service learning projects. One project is *Proyecto RAÍCES* (Project Roots) at St. Bernard's Church in Akron, Ohio. Walsh University students complete 10 or more hours as volunteers in the program. *Proyecto RAÍCES* (Project Roots) is an education enrichment, literacy, and recreation program for children from Summit County's Hispanic community.

5d.

Internal and external constituencies value the services the organization provides.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.



At the service-learning site, students have participated in bilingual learning activities for children between the ages of five to 13. Walsh University students conduct the lessons and help the children with the activities (reading, writing exercises, games, and crafts). They interact with the children, employing a variety of recreational activities and cooperative games. Examples of the activities include: (a.) bilingual readings (silent reading, partnered reading, and reading aloud); (b.) team-building (group tasks to represent, solve, create, explore, share); (c.) invited speakers (cultural appreciation); (d.) cultural demonstrations (dance and performance, film, and discussion); (e.) special topic workshops (communicating with parents, Hispanic traditions, notable Hispanics in history, money management, and how to succeed in school); (f.) Hispanic holiday celebrations (Day of the Dead, Three Kings Day, and Mother's Day); (g.) themed crafts (Aztec jewelry-making, mural painting, and sowing plants); (h.) bilingual word games (language acquisition board games and parlor games); (i.) recreational activities (relays, group tasks, self-directed play, and cooperative games); and (j.) educational field trips and tours (museums, reading to senior citizens, picnics, and zoos).

Some of the main goals of *Proyecto RAÍCES* (Project Roots) are to foster bilingual language and literacy skills (reading and writing), to create lifelong learners, and to complement and reinforce learning in school. As is widely recognized, success in business and everyday life is predicated on strong communication skills, which are frequently touted as every bit as essential as other skill sets. The children's situational fluency in both languages is extended and applied to new topics, and thus language use is maintained and furthered. Self-expression, cooperation, leadership, ethics, camaraderie, and self-esteem are the cornerstones of the program's values.

What is most challenging for Spanish language students is the development of their speaking skills. Aside from studying abroad, few opportunities exist for them to use their linguistic competence in Spanish in a meaningful way outside of the confines of a structured classroom environment. To overcome this obstacle, the Language and Letters Division decided to develop the potential for real-life conversation experience and to enhance course content by incorporating a service-learning experience. Through the incorporation of service-learning in these upper division Spanish courses, the professors have successfully achieved the following goals: (a.) to reinforce the linguistic concepts and vocabulary presented in the course; (b.) to allow the students interpersonal contact with newly immigrant Hispanic children in order to have opportunities for conversation; and (c.) to foster within the students a greater sense of empathy with the Hispanic children and their families, a quality considered to be predictive of successful language acquisition.

Proyecto Raíces (Project Roots), as the name suggests, begins from the roots which, like all living things, draw their sustenance from the surrounding environment and grow and change with the nurturing they receive. Walsh University students and the children serviced by the project have mutually benefited from learning from one another and growing together.

4c.

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

50

The organization demonstrates its responsiveness to those constituencies that depend on it for service.



CHAPTER THREE CONTINUED

5d.

Internal and external constituencies value the services the organization provides.

Mathematics and Science

BIO 315, Field Botany, was offered for the first time in May 2008 with a service learning component. Students enrolled in BIO 315 pulled garlic mustard, one of the top ten invasive plant species in Ohio, at Quail Hollow State Park, Hoover Park, and Camp Mowana. Garlic mustard crowds out native Ohio plants and butterflies. Pulling garlic mustard protects Ohio's natural heritage. Students also spent a week at Camp Mowana, a Lutheran Church Camp in Massillon, pulling garlic mustard, compiling a checklist of plants found at the camp, interacting with leadership staff, and designing educational activities for summer campers.

The students were recruited by flyers, e-mail, and word of mouth. Most of the students enrolled in Field Botany are biology majors, because BIO 315 has two prerequisite courses, BIO 101 and BIO 102. These biology majors receive four upper level credits that count toward electives for the biology major. Enrollment of at least 10 students every summer semester in BIO 315 is anticipated. The service learning component in Field Botany benefits the campers in the Lutheran Church Camp by increasing their knowledge of A month after the course, the professor visited the camp and the staff shared stories about how they have improved their nature activities for the campers. Students enrolled in BIO 315 design educational activities and gain practical experience with teaching and outreach. BIO 315 was again offered in May 2009 and had 11 students enrolled.



Walsh University is committed to providing up-to-date laboratory support for its science courses.

Nursing

NURS 310, Foundations of Nursing with Older Adults, and NURS 420, Nursing with Aggregates, were two of the first courses at Walsh University to receive the designation of service learning. They have been offered for seven years and provide students with an opportunity to engage with senior citizens and their families.

In NURS 310 students serve senior citizens, senior adult day care centers, or Meals on Wheels, then complete a poster presentation on their service and the agency. These agencies rely on volunteers a great deal to meet the needs of older adults and their families' concerns. In NURS 420 students assist local parish nurses with special projects at their respective churches. While assisting the nurses, students also achieve course objectives related to health education and disease prevention in the community setting.

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5d.

Internal and external constituencies value the services the organization provides.



Students benefit from state-of-the-art facilities in the University's nursing laboratories.

Theology

In July 2008 Monsignor Lew Gaetano became the Pastor of St. Paul's Parish in Canton, an inner city community with a culturally diverse population of Appalachian, African-American, and Hispanic/Latino community members. The need for an urban outreach was obvious, and from that need, the Theology/Education Hispanic Initiative emerged into the ten-week Theology/Education Urban Outreach Program which is currently a collaboration of the Divisions of Theology and Education.

This community-based after school enrichment program offers a systematic and structured curriculum for 27-30 multicultural students by assisting them in the developmental skills of language arts, math, science, and social studies, and spirituality as the program is intentionally Catholic. The spirituality program is geared to develop cultural tolerance and understanding in the face of a culturally and racially diverse community. The primary goals are to assist in the social principles of human dignity, common good, and solidarity in an ecumenical environment. The Urban Outreach Program also works cooperatively with parents and guardians by inviting them into the process through evening programs for the family, providing a variety of experiences from the arts, conversation, parental support, and cultural appreciation of each other. The Urban Outreach Program works closely with the local public elementary schools, Fairmont and Youtz, as they are the primary feeder schools for the Urban Outreach Program.

Faculty members of the Division of Education and Monsignor Lew Gaetano, Pastor of St. Paul's Catholic Church in Canton discussed the Theology/Education Urban Outreach project beginning spring 2006 to address the needs of the Hispanic/Latino community. Work began with the Hispanic/Latino community in February 2008; this work grew out of a working relationship with Sr. Karen Lindenberger who is the Hispanic Pastoral Minister for St. Anthony's Parish. The Theology/Education Urban Outreach Initiative grew out of the need for tutoring and mentoring of the Hispanic/Latino children. Many of the parents and guardians of these children are unable to assist them in a second language, language arts, math, science, or social

1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

CHAPTER THREE CONTINUED

4c.

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

studies, including basic homework assignments from the school system. The Divisions of Theology and Education set up satellites in local Stark County Mexican restaurants, because that is where the students go after school, since the majority of the parents either work or are affiliated as extended family. Walsh's goal was to "be there" where the Hispanic/Latino children were and bring Walsh University to them.

Walsh University students are recruited in one of three ways: educational course field placement requirements; service learning courses (education and theology); or a service learning component of a particular course. During fall 2008 over 100 Walsh University students participated in some area of the program. The Theology/Education Urban Outreach Program benefits the education students by providing them an opportunity to fulfill specific education course field requirements and fulfill one of the NCATE (National Council of Accreditation for Teacher Education) standards for cultural diversity in addition to many other benefits on the human and formational level. The Urban Outreach Program also allows the theology students to take the abstraction of theology and place fundamental principles within a praxis oriented environment, thus fulfilling the overriding conceptual framework of contemporary theological study and reflection.

The Urban Outreach Program benefits the Hispanic/Latino students who experience an environment that is welcoming, inviting, challenging, and skill building within a culturally diverse population. The Urban Outreach Program enables these students to experience success in their studies and in their relationships with adults (the college students and their professors) in a professional and structured environment which at times is missing within their own homes, schools, and community. The capacity building benefits touch the lives of educators, future educators, leaders in community, kindergarten through fourth grade students, their parents and quardians, and local school personnel, thus building community networking.

The Division of Theology offers THEO 208, Community We Call Church, and THEO 202, Jesus Source of Meaning, as service learning courses. During the fall 2008 and the spring 2009 semesters, some students in the courses worked together with students from the Division of Education to facilitate the After School Enrichment Program at St. Paul's Church in Canton, Ohio. Walsh students work one-on-one with students from the neighborhood surrounding St. Paul's to provide guidance in their schoolwork and offer enrichment exercises to facilitate academic, personal, and spiritual growth. Other students served at other social service agencies working with the poor and the homeless, elderly, disabled, ill, and abused in the Akron-Canton area – populations which are frequently forgotten.

Students in the course keep a service learning log which tracks their time and activities while also reflecting on questions that arise from being in the role of a servant. The purpose of the assignment is to compel the students to pay attention to the self-reflection that naturally occurs. The project requires students to reflect on three categories in depth: (1.) questions about themselves and the responsibilities of service, (2.) questions about the clients they are serving, and (3.) questions about the circumstances which give rise to the specific needs they are addressing.



In the course students are asked to consider the role the Church as a body is meant to play in the world. As a result students in THEO 208 provide concrete support to the Canton community by supplementing the educational, personal, and spiritual development of disadvantaged youths and ministering to the less fortunate.

Community Service Projects related to Mission

Many community service programs offered by Walsh University are not attached to a designated service learning course, but these initiatives enhance classroom learning by providing students with intentional hands-on learning experiences.

Community Clinics

Walsh University's Mercy Wellness Center, which opened in fall 2006, coordinates and offers free community clinics in partnership with the Divisions of Physical Therapy, Nursing, and Counseling and Human Development. Directed by Bobbi Stults, the center has established strong ties with community partners to offer three to four community clinics each year. Free clinics focusing on flexibility and fall prevention have been offered in conjunction with physical therapy courses: PT 730, Neuromuscular Impairments I, and PT 612, Musculoskeletal Impairments I. The clinics provide an opportunity for students to develop examination, evaluation, and treatment plans which are supervised by a licensed physical therapy faculty member, as well as develop their interpersonal skills dealing with patients. Students also develop administrative skills through program development and assessment. Approximately 19-24 Walsh University students participate in the Wellness Clinics depending upon the class size, and the clinics serve between 20-50 community members based on program design. Community participants in these clinics, who are often otherwise unable to receive preventative care or early detection due to loss of medical benefits through unemployment, become educated on specific health care needs and receive individualized attention.

In addition to collaboration with Physical Therapy, the Wellness Center also coordinates programs with other campus divisions. The Center conducted two community wellness fairs: one focused on young families through a collaborative effort with the Division of Nursing, and the other focused on seniors (55 and up) in collaboration with Counseling and Human Development. Participants were screened for depression and blood pressure, with many receiving new diagnoses. These outreaches are providing much-needed services to the community and are truly changing lives.

5b.
The organization has the capacity and the commitment to engage with its identified constituencies and communities.



CHAPTER THREE CONTINUED

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5d.

Internal and external constituencies value the services the organization provides.

54

Internal and external constituencies value the services the organization provides.

Family Health and Wellness Fair

The Nursing Division piloted the Family Health and Wellness Fair in 2007 as a trial piece of the curriculum for the NURS 425, Families II, course. Responding to its overwhelming success, the Division has now formally incorporated the experience as part of the curriculum.

As a requirement of the class nursing students teach health and wellness issues to elementary children and their families through participating in collaborative planning, marketing, and teaching at information booths. The booths focus on topics such as bicycle safety, nutrition, dental care, reading, hand washing, sports safety, drug and alcohol awareness, body awareness, Internet safety, infection control, first aid/safety, low-cost/no-cost activities for children, and discipline. The students present these booths at a three-hour fair hosted by one of the Canton City Schools, and the fair rotates to a different elementary school each year. The program aims to serve 300-500 children and families at each school and is made possible through donations and giveaways from Stark County local businesses. In fall 2009 NURS 425 will be offered as an official service learning course.

Volunteer Income Tax Assistance

Walsh students work/help with the Volunteer Tax Assistance (VITA) program in association with the following business courses: Auditing (1992-2004) and Tax Accounting (since 2005). The program gives student volunteers an opportunity to apply their classroom knowledge while assisting taxpayers who cannot afford to hire tax professionals to file their income taxes. Student volunteers (eight in 2008) assist approximately 20-25 taxpayers per year.

Appalachian Spring Break Service Trip

The Office of Student Outreach coordinates the Appalachian Spring Break Service Trip. Information is broadcast on e-mail throughout the Walsh University community and announced at the Campus Ministry Club meetings inviting students to volunteer. Each year a dozen students and two staff members travel to the Appalachian region to serve the poorest of the poor. While learning about the reasons for the poverty in the region such as mountain top removal, the volunteer group repairs homes, builds wheelchair ramps, and works with needy children and the elderly. Students interact with the people in the area bringing hope to those they meet, and upon returning to Walsh University, the students raise awareness of the plight of the people in the impoverished Appalachian region. In March 2009 increased student participation necessitated two different vans serving in two different areas.

CHAPTER THREE CONTINUED



- Awareness
- Character Building
- Commitment to Community
- Cultural Development
- Experience
- Leadership
- Service to Others
- Team Work
- Volunteerism







CHAPTER THREE CONTINUED

Domestic Violence Vigil

Every October for the past eight years, Walsh University students and staff, in association with the Canton Domestic Violence Project, Mercy Medical S.A.N.E. (Sexual Assault Nurse Examiners), American Red Cross Rape Crisis Services, Pregnancy Support Center, and Melymbrosia Associates have hosted the Annual Domestic Violence Vigil to raise awareness about violence against women. Information is broadcast on e-mail to faculty, staff, and students; posters are hung and table tents adorn the cafeteria tables to raise awareness regarding this event. On Tuesday prior to the event, the University displays the Clothesline Project, a series of T-shirts of various colors, each representing a different dimension of violence against women and children, along with silent witness silhouettes. The life -size silhouettes represent members of our community who have died from domestic violence. A member of the Domestic Violence Project speaks about the history of the "Take Back the Night" Domestic Violence Program. The program closes with a candlelight vigil walk on Walsh University's campus. The evening event also includes a musical jam session by faculty, staff, and students. Attendance continues to grow each year, and now includes over a hundred supporters from the Walsh community. Walsh is a major partner in helping the Domestic Violence Project get the word out about the victims of domestic violence and where to go for help.

Hurricane Katrina Relief



Walsh students work to restore homes and hope for displaced residents of New Orleans.

Expanding the traditional view of "community" beyond the local area, a group of 26 students gave up a week of their time during December 2007 to help with community restoration in the aftermath of Hurricane Katrina. constructing homes at various sites, students gave not only of their physical energy, but were also challenged emotionally and mentally as they processed the daily intersection of despair and hope. While leaving a lasting impact on the community through

material contributions made of wood, concrete, and paint, participants were also changed on a spiritual level. The volunteers contemplated the implications of living in a world of such vast need and understood anew that they have a role to play in it by using their gifts, resources, and abilities.

4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

5c. The organization demonstrates its responsiveness to

responsiveness to those constituencies that depend on it for service.

5d.

Internal and external constituencies value the services the organization provides.

This service project with Catholic Charities of the New Orleans Diocese was made possible through a connection with the Youngstown Diocese and Operation Helping Hands. Walsh volunteers served on multiple projects in the devastated Ninth Ward. This was not the first of Walsh University's involvement in New Orleans rebuilding, however. Two coaches and four volleyball team members served there in May 2007, and in November 2007 a Brother of Christian Instruction went down with Walsh University's Habitat student organization president to serve with a large group from Habitat of Greater Stark and Carroll Counties. Keeping a strong connection with Hurricane Katrina relief, Walsh University sent four more vans of students to volunteer for a week during winter break in December 2008 to stay at Camp Hope and assist with New Orleans Area Habitat for Humanity. Student interest in such service opportunities remains high.



Service to others is central to the University's mission.

American Red Cross and Life Share Blood Drives

For the past eight years Walsh University has hosted blood drives for the American Red Cross, Mercy Life Share, and Aultman Hospital. Walsh University students work at the sign-in tables, donate blood, and take care of those who have donated by working at the blood drive canteen giving out juice and cookies. Broadcast e-mails, flyers in student mail boxes, and posters announce the upcoming blood drive and request donors and volunteers. The drives typically raise between 60 and 80 good pints. For example, Walsh University received a thank you from the American Red Cross for the blood drive held on September 10, 2008, in which 81 pints were collected that in turn were used to benefit 243 individuals.

5c.
The organization demonstrates its responsiveness to those constituencies that depend on it for service.

CHAPTER THREE CONTINUED

Student-Led Initiatives

Students at Walsh University not only participate in programs organized by the University or nonprofit agencies, but they also establish their own programs to serve the community. Four examples of such initiatives are the Council for Exceptional Children, Education Club, Environmental Club, and Kappa Delta Pi.

Council for Exceptional Children

The Council for Exceptional Children is involved in service projects like the Council for Exceptional Children Dance, Bowl-a-Thon, Babysitting at Eastgate, and Shoe Box Gifts at Christmas that benefit students with disabilities, as well as individuals who need assistance to improve their lives. Through these projects Walsh University teacher candidates have a better sense of the various disabled populations and understand their needs more specifically. The students with disabilities benefit by interacting with people their own age when they work with college-age individuals with disabilities. The younger children benefit from the Walsh University teacher candidates' skills.

Education Club

The club continues to provide educational and fun events for local children and their families, such as Trick or Treat in the Dorms with Residence Life. For this event Walsh University students provide Halloween games like bobbing for apples, pin the hat on the witch, and bean bag and plastic bottle tosses, prior to escorting the children and their families trick-or-treating in the residence halls.

Walsh University teacher candidates organize and deliver these educational experiences for children while they learn about child development, which is a goal within the Division of Education's Conceptual Framework. Stark County children have the opportunity to participate in holiday related fun arts and crafts activities and games with their families. Families have an opportunity to visit the Walsh University campus and observe Walsh University's teacher candidates in action.

The Education Club has also provided the S.T.A.R.S. Coordinator and Walsh University tutors for the S.T.A.R.S. after school tutoring program. (Students and Teachers in Real Situations) provides first through fifth graders who attend Allen and Compton Elementary Schools, and reside in Skyline Terrace, with an after school tutoring program in which Walsh University students, Central Catholic High, McKinley Senior, and St. Thomas Aguinas High School and Timken Early College students provide 20 minutes of homework help in mathematics or reading skills, 20 minutes of partner reading, and 20 minutes of Leapsters. The S.T.A.R.S. Coordinator supervises the other Walsh University tutors under the direction of the Mercy Medical Mission Outreach Worker and distributes the snacks and S.T.A.R.S. backpacks to the elementary school children. These elementary children also learn how to say grace before a weekly evening meal that is provided by a local community parish. The S.T.A.R.S. Coordinator and the Walsh University students gain experience tutoring and mentoring an urban child who resides in a low-income setting. The elementary school children gain young adult role models and friends who advocate for their academic, emotional, and social development.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

3c.
The organization creates effective learning environments.

5d.

Internal and external constituencies value the services the organization provides.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5d.

Internal and external constituencies value the services the organization provides.

Environmental Club

The Environmental Club was founded in September 2007, and its first major project was starting a recycling program serviced by the Club's Green Team, which facilitated the placement of blue recycling containers near the residence halls. Members of the Green Team use a campus truck twice weekly to collect the recyclables and unload them in larger dumpsters at Hoover Park, which are maintained by the Waste Management District. The Environmental Club's next goal is to implement this program throughout the main academic buildings.

Kappa Delta Pi

Kappa Delta Pi is an international education honorary that has participated in "Walsh Writers," a newspaper page sponsored by Walsh University that was published five times a year in the <u>Canton Repository</u>, from fall 2003 through fall 2007. Walsh Writers was a middle school drawing and writing project available to Stark County middle school students. Middle school students submitted pictures, poetry, or prose in response to a posted theme and Kappa Delta Pi members volunteered to judge the submitted entries. The winning entries were printed in the "Walsh Writers" page of the <u>Canton Repository</u>.

Kappa Delta Pi has provided service through the First Book Program as an advisory board since fall 2007. First Book is a national nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first new books. First Book provides an ongoing supply of new books to children participating in community-based mentoring, tutoring, and family literacy programs. First Book has distributed more than 50 million books to children in over 3,000 communities around the country. Walsh University's Kappa Delta Pi First Book Advisory Board is one of more than 270 advisory boards nationwide. First Book's primary goal is to develop a team of local volunteers who reach children through existing literacy programs in a variety of settings, such as Head Start centers, libraries, soup kitchens, churches, housing projects, and afterschool initiatives. Working through local Stark County organizations, Kappa Delta Pi's First Book Advisory Board plays a critical role in transforming the literacy and quality of preschool and after-school programs for low income children. For the last two years, Walsh University's Sigma Tau Delta (English honorary society) has raised \$1,000 to contribute to this organization.

4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.



Distinctiveness

CHAPTER THREE CONTINUED

Other Programs

Habitat for Humanity

Volunteers from Walsh University are now working on their seventh house for Habitat for Humanity. On Saturdays from 8:30 a.m. until 3:00 p.m., students, faculty, and staff gather at the current site to donate their time and energy toward building a home for a family in need. Constructing a house each year to provide shelter for a needy family provides Walsh University students and employees with an opportunity to make a tangible impact on the community while also fostering deeper relationships among the participants. Hammering nails and spreading drywall compound next to the Dean of Students, students gain important insights about humility, empathy, and their responsibility to be lifelong citizens who engage in service to their communities.

The Walsh University chapter volunteers with Habitat for Humanity of Greater Stark and Carroll Counties. The leadership team consists of one representative from each of the following groups: faculty, staff, alumni, and students. All are welcome to participate, and a different student organization typically signs up to help each week. There are 12-15 volunteer spaces available each weekend, and faculty and staff can additionally serve by providing food for the volunteers. Usually the project sites are in Canton, but the site was in Massillon for 2008, which strengthens ties with an already established community relationship through the DREAM Project. In addition to the home building projects, Walsh University also donates surplus furniture to the Habitat ReStore, which resells these items and the proceeds benefit Habitat for Humanity of Greater Canton. In 2008 Walsh University raised its level of commitment by hosting a dinner/silent auction which raised funds for Walsh partner builds. This multi-faceted involvement with Habitat for Humanity is part of Walsh University's response as a Christian institution to serve its community. Students, faculty, and staff are a "ministry of presence" by meeting fundamental human needs.

<u>Center for College Readiness (The DREAM Project)</u>

The Dean for Academic Services, the Division Chair of Language and Letters, a professor of Counseling and Human Development and Coordinator of the CHD Interns, and the Program Director comprise The DREAM Project (Developing Resources for Education and Athletics in Massillon) or Walsh University's Center for College Readiness which began in the fall 2007 semester. Massillon City High School and Sandy Valley High School are the two off-campus locations for the DREAM Project. The mission of the Walsh University Center for College Readiness is to increase significantly the percentage of high school students who enroll in post-secondary education, and to ensure that they succeed once there. The Walsh University Center for College Readiness at Massillon High School delivers an integrative, supportive, experiential program for 25 first-year students, 25 sophomores, 25 juniors, and 25 seniors. The Walsh University Center for College Readiness at Sandy Valley High School delivers a similar program for 25 seniors. The focus of the programs is to develop college readiness skills at the four grade levels, to enhance personal leadership competencies, and to provide ACT

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5d.

Internal and external constituencies value the services the organization provides.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

preparation information and support to prepare the students for college attendance. The program highly values and encourages parental involvement and communication at every level.

Middle School Outreach

Mrs. Terrie Jusseaume, wife of the President of Walsh University, spearheads a parochial school outreach program to provide support and enrichment to the Catholic schools of Stark County and give them a glimpse of the college experience. Beginning in fall 2003, students from eight to ten area parochial middle schools have come to Walsh for a half-day of activities including a welcome by one of the priests, a formal presentation, lunch, a campus tour, and singing and fellowship in the chapel. The parochial middle school students participate in a two-hour program in which they interact with Walsh University students and learn about some current event. For example, during the fall 2007 the parochial middle school students learned about Mother Teresa as it was the 10th anniversary of her death; the students made posters to take back to their parochial middle schools.

Approximately 250 to 300 parochial middle school students visit Walsh University in the fall semester; approximately 150 parochial middle school students visit in the spring semester. The program is based on studies which indicate students introduced to higher education in some capacity prior to high school are more likely to attend college. The parochial middle school students have the opportunity to be on a college campus, tour the Walsh University residence halls, and ask Walsh University students questions about college life. Walsh University students have the opportunity to teach and lead the parochial middle school students. In fall 2008 two education majors, a communication major, a theology major, and a business major taught about the life and influence of St. Paul.

United Way Campaign

Walsh University has been a longtime contributor to the United Way of Stark County through a dynamic annual fundraising campaign. Offering raffle prizes for contributors and a culminating Oktoberfest to raise awareness and additional funds for United Way, an interdepartmental leadership team galvanizes the participation of Walsh faculty and staff each October. In 2007 Walsh University's donation to the United Way of Greater Stark County was recognized as Best in Class among colleges and universities in Stark County and included a 43% participation rate among Walsh employees. In 2008 employees broke the previous participation record with over 48% donating.

Champions of Character

(http://www.walsh.edu/walshnaiachampionsof-1.htm)

Walsh is a member of the NAIA Champions of Character program, which recognizes universities whose athletic teams intentionally pursue servant leadership and other core values of respect, responsibility, integrity, and sportsmanship. Each coach at Walsh signs the Champions of Character code and must demonstrate how he or she has incorporated these core values into team actions and expectations.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5d.

Internal and external constituencies value the services the organization provides.

4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Distinctiveness

CHAPTER THREE CONTINUED

In 2007-2008 at least 14 of Walsh's 17 athletic teams participated in community service projects, including the annual Canton Jaycee's Shopping Tour Event, "Think Pink" events to raise money for breast cancer research, the ALS Walk (to help fund research on Lou Gehrig's Disease), Operation Helping Hands (Hurricane Katrina relief), Walk a Mile with Maria (to benefit the Interfaith Hospitality Network of Summit County), Habitat for Humanity, Hoops for Healing (a fundraiser for the Liver Foundation), outreach clinics at local churches and with the Girl Scouts of America, service at the Community Services Homeless Shelter, and cleaning and painting the local Missions Chapel in Hartville, Ohio. Members from twelve of the seventeen varsity athletic teams also participated in the Massillon DREAM Project, a program offered by the Walsh Center for College Readiness to mentor high school students and reinforce goal-directed behavior toward college readiness. In addition, four track team members traveled to Uganda during the summer to participate in service learning projects as part of a University-sponsored global learning program.

Mission and the 50th Anniversary Celebration (http://www.walsh.edu/50thAnniversary)

For most of the history of Walsh College and University questions about the institution's history and legacy have been either absent or answered anecdotally in stories from and about the Brothers and their school. The confluence of Walsh's self-evaluation in preparation for its visit from the Higher Learning Commission and

its celebration of its first fifty years of service has renewed interest in understanding and interpreting Walsh history and mission, reminded of the need to research and document it systematically, and offered the University an important opportunity to gather its resources for legacy transmission to both its internal and external communities. This is especially important to undertake while the Brothers are still alive who were and are actively involved with the school, albeit in greatly diminished numbers.



Understanding of and support for the mission pervade the organization.

1c.

At the first community exercise launching the Self-Study process in May 2007, over 100 faculty, administrators, professional and support staff completed questionnaires designed to elicit their understanding of Walsh's mission and their roles in its continuance. In preparation for the Self-Study and the 50th anniversary, some members of the Walsh community explored or revisited publications that described Walsh's mission, the Brothers' interpretations of its essence and their contributions to its development, as well as the efforts of lay faculty who for more than 45 years have added to the legacy their own impressions of its purpose. Some revisited Br. Patrick Menard's two-volumes of The Brothers of Christian Instruction in the United States, both of which contain chapters on Walsh College, Br. Marcel Sylvestre's 150 Years of Missionary Service by the Brothers of Christian Instruction, Br. Edmond Drouin's two histories of the Order's founders, as well as his translation of Br. Paul Cueff's Brothers of Christian Instruction, and Br. Francis Blouin's "Contributions of the Brothers of Christian Instruction to Walsh College." Others read Dr. Cynthia

Staudt's dissertation The Brothers of Christian Instruction at Walsh College: Catholic College Builders in a Non-sectarian Era, published by the Brothers in a limited edition in 2000. From these questionnaires, texts and other archival material that includes the major addresses of Walsh Presidents and hundreds of pictures of its development have come not only a deeper understanding of the Brothers and the complexity of their legacy, but also verbal and visual evidence of the diverse ways its articulation has influenced the activities of the individuals of the Order, as well as academic programming and student life at Walsh.

The 50th Anniversary link on the Walsh website and the screen savers installed on every University computer that tell the early Walsh story transmit some of this unearthed history. So, too, does a video that commemorates the Brothers' achievements at Walsh. At the suggestion of the Legacy Group and the Planning, Assessment, and Review Committee, Walsh hired a Catholic production company to interview all of the Brothers of the American Province, as well as some of the current Walsh administrators and faculty who have actively worked to transmit the F.I.C. legacy. The resultant 12-minute video, God Gives the Increase, distilled from close to 50 hours of footage, and the printed 50th anniversary book that accompanies it, Walsh University 1960-2010: A Catholic University of Distinction, transmit not only the struggles and sacrifices of the 39 Brothers and the lay staff and community volunteers who have worked to build Walsh, but also the rewards of their labors—the physical, fiscal, and spiritual testament to those parts of the Brothers' and the Church's mission that Walsh represents. The voices of the Brothers convey this mission; the quotes from the University's six Presidents describe its purpose; the messages recorded from the on-campus addresses of multiple Nobel Peace Laureates embody its ideal; the list of Walshmen and Tower of Excellence Winners demonstrate alumni who actualized it during their Walsh careers; and the pictures representing Walsh students in action over 50 years illustrate those to whom its mission is handed and suggest the variety of ways and individuals through which it has and will continue.

The varied audience who gathered to inaugurate Walsh's 50-year celebration, at which both book and video debuted, illustrates this diverse commitment to the Walsh legacy. Present were priests and theology faculty who have signed the *Mandatum*, in accordance with *Ex Corde Ecclesia*, a promise that they will teach faithful to the Catholic tradition and not present personal or variant opinions as the teachings of the Catholic Church, along with humanities, business, and science faculty who emphasize the ethos, rather than the Catholicity, of the mission. Admissions and human resource personnel who recruit and hire for mission attended as did members of the maintenance staff who maintain Walsh's chapel and buildings that honor the legacy of the Brothers. Current and former Board and advisory group members, community leaders, and major donors who provide the fiscal and promotional support that sustains Walsh's "service to others," both on campus and in the community, joined many of the 60 alumni who have become "leaders in service" in their communities.



Distinctiveness

CHAPTER THREE CONTINUED

Over the course of the next year and a half, a variety of publics also will have the opportunity to experience the video and participate in various special and on-going programs that illustrate the Walsh mission in its many facets. Traditional-age incoming students and their parents already have seen the video during their summer orientation to campus. Special screenings have occurred in Maine at Notre Dame Institute, the motherhouse for the American Province of the F.I.C., and at the May Board meeting of Walsh's Directors.

The video will be part of Walsh's Opening Day when the employees convene to begin the new academic year. Bishop George Murry will begin the Campus Kick-Off that will include a campus-wide service project in September. October highlights include the Jewish Catholic Studies Symposium, the appearance of Rwandan genocide survivor, Immaculée Ilibagiza, and Pianist Mark Valenti in concert. Founders Week activities and events in November will have special poignancy. The Walsh University Chorale Concert under the direction of Dr. Britt Cooper may well include his 2008 arrangement of L'anime de l'amour (Animated by Love), the hymn of the Brothers of Christian Instruction. Winter will bring The Meeting, a two-man play representing conversations between Martin Luther King and Malcolm X as well as The Best of the Best, a celebration honoring all former Walshman/Tower of Excellence and Outstanding Student recipients. Next fall a symposium on the future of Catholic higher education will conclude the 50-year celebration of Walsh's distinctly Catholic educational mission and the F.I.C.'s service to it while simultaneously suggesting directions for how Walsh might best serve that mission in future.

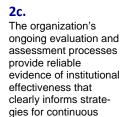
Taken individually, the descriptors, events, curricular and co-curricular programs that Walsh has chosen to represent its mission either in the Self-Study Report or its 50-year celebration do not necessarily coalesce into an easily defined, unified interpretation of what makes Walsh's mission distinctively Catholic. Nonetheless, student surveys demonstrate that the collective and various efforts to articulate a Catholic vision throughout the University are successful, at least with the group that will primarily shoulder the Walsh legacy in the future. According to NSSE data, the number of first-year students who "agreed/strongly agreed" that the mission of the University was widely understood increased from 53% to 67% between 2006 and 2008. Seniors in those same years who "agreed/strongly agreed" increased from 57% to 69%. The number of students who "agreed/strongly agreed" that the "heritage of the founding religious community is evident at Walsh" increased from 86% to 89% among first-year students between 2006 and 2008; among senior respondents, the numbers on the same question increased from 88% to 92% during the same time period, a time that coincides with the beginning efforts of the Self-Study process and preparations for Walsh's 50th anniversary celebration of mission, a mission that Br. Marcel Sylvestre, Chair of Walsh's Board of Directors, characterized simply at the close of the anniversary video as "deeply Christian, clearly Catholic, warmly human."

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Assessment of Mission Implementation

Since the adoption of the <u>Walsh University Strategic Plan, 2007-2010</u>, an updated <u>Mission Implementation Status Report</u> has been prepared in the President's office. Each report reviews the activities across the campus that demonstrate Walsh's deep commitment to the Catholic religion, to the Catholic intellectual tradition, and to honoring the contributions of the Brothers of Christian Instruction. The reports document Walsh University's commitment to carrying out its mission in accordance with the teachings of the Catholic Church, and show how that commitment infuses all academic and co-curricular programming, as well as outreach to the local and global communities (RR: <u>Mission Implementation Status Reports, 2007, 2008, and 2009</u>). Mission consistently guides faculty and staff as they collaborate to ensure its effective implementation. Walsh has been honored for these efforts by being selected for membership in the prestigious International Federation of Catholic Colleges and Universities, joining with Notre Dame, Boston College, Villanova University, and Georgetown. Walsh University and the University of Dayton are the only two Ohio IFCU members.



improvement.



Legacy/Leadership group in Maine in July 2008



CHAPTER FOUR Enhancing Collaboration

Enhancing Collaboration across the University Community

Introduction

In preparing for the Higher Learning Commission's accreditation site visit in November 2009, Walsh University adopted as one of the goals of its self-study **Enhancing Collaboration across the University Community**. In part this was in response to one of the concerns emerging from the institution's last site visit in 2000 that found "a need for opening lines of communication between and among University constituents." But more so the selection of this theme extends from the recognition that in order to become a Catholic University of Distinction, and to address the overarching theme of this self-study, "Walsh University: A Catholic Learning Community," enhancing collaboration is of the essence. It is an essential part of being a Catholic University. It is essential in pursuing distinction. It is essential in fostering learning, of the faculty, their students, of the professional staff, and the support staff. And it is essential in fulfilling the University's mission to the external constituencies it serves.

Collaboration and the University's Catholic Identity

In 2008 Walsh University was invited to become a member of the International Federation of Catholic Universities (IFCU, http://www.fiuc.org), one of only 30 such institutions in the United States out of 222 Catholic colleges and universities. IFCU's invitation to Walsh University to join was itself a result of a collaborative program between Walsh and the Kisubi Brothers Centre of Uganda Martyrs University, through which the institution now offers a Master of Arts in Education (MAED) program. This program is a mission-driven, outreach program in partnership with the Brothers of Christian Instruction designed to train educators to become school leaders throughout Africa. This affiliation also provides Walsh University's undergraduate students service learning opportunities as part of its Global Learning Program.

IFCU views collaboration as central to its mission because it is central to the mission of all Catholic colleges and universities. IFCU's Strategic Plan for 2007-2010 states the importance of: "Establishing and nurturing networks of scholars and professionals among its member institutions to foster effective collaboration and mutual enrichment in the pursuit of their missions of research, teaching and service." IFCU's President, Anthony J. Cernera, in an essay titled "The Catholic Character of Catholic Universities," affirms the identity of Catholic colleges and universities as learning communities, and observes: "Notice the metaphor here: not independent, solitary, disconnected learners (explorers), which all too often is the image for scholarly research used in the academy. We have in mind the training of explorers in the habit of collaborative and connected learning. A modern scholarly community should train community minded and collaboratively competent scholars, whose gift is the exploration of great things in interdependent ways." challenges Catholic universities to consider, "Do our classrooms, our students and faculty performance measures, our scholarly projects reflect such an ideal?" Cernera offers the insight of Rabbi David Novak that "one of the greatest

1c.Understanding of and support for the mission pervade the organization



CHAPTER FOUR CONTINUED

contributions your [the Catholic] tradition has made to our civilization" is the ideal of the "University as *universitatas magistrorum et scholarium* (community of teachers and scholars)." For Walsh University, which has defined the curriculum as "the sum of the learning experiences designed by the faculty and professional staff to educate students," Professor Cernera's questions and Rabbi Novak's insight have implications for every individual and constituency within and connected to the University.

Collaboration in Creating a Learning Community

Just as the current scholarship on successful organizations and the current scholarship on the essential characteristics of modern Catholic Universities all emphasize the importance of collaboration, so too does the current scholarship on teaching and learning. In The Courage to Teach (Josey Bass, 1997), Parker J. Palmer has written persuasively about how teaching and learning are enhanced when faculty and students come together in community. But the barriers to collaboration in colleges and universities are systemic and entrenched. Parker notes, "Academic culture is a curious and conflicting thing. On the one hand, it holds out the allure and occasionally the reality of being a 'community of scholars'. . . . On the other hand, it is a culture infamous for fragmentation, isolation, and competitive individualism – a culture in which community sometimes feels harder to come by than in any other institution on the face of the earth." In his book Our Underachieving Colleges (Princeton University Press, 2006), Derek Bok, in his chapter titled "Faculty Attitudes towards Undergraduate Education," also addresses the persistence of barriers to collaboration in higher education: "Professors and departments are not obliged to cooperate with other units or individuals even when it might be educationally desirable to do so. As a result, interdisciplinary ventures must be voluntary. Programs that require collaboration across departmental lines, however valuable they might be, will only come into being if the prospective partners agree, which may not happen if the work involved does not serve their professional interests."

As difficult as it sometimes is to foster collaboration among academic divisions, collaboration between academic affairs and students affairs is even more challenging, but just as important to foster. Research suggests, Bok points out, that the defining learning experiences for many undergraduates are just as likely to happen in extra-curricular settings as in curricular ones. "More important," Bok writes, "what students study in class often affects the value of their extracurricular experience, which in turn can enhance what they learn in class. Undergraduates will understand a musical work more thoroughly if they have performed it themselves, just as they will play the piece with greater insight by having taken a course on composition." Bok concludes, "Because of this interdependence, any attempt to develop programs in civic education or the arts without considering the role of extracurricular activities runs the risk of being distorted and incomplete."



Conclusion

This Self-Study recognizes, then, that the importance of fostering collaboration is a natural extension of Walsh's identity as a University, of its identity as Catholic, and of its ideal of being a community. Walsh University is a diverse collection of educators committed to the holistic development of students both inside and outside of the classroom. Successful collaboration creates opportunities for students, faculty and staff to develop in a supportive community. It has been the task of the accreditation sub-committee on "Enhancing Collaboration across the University Community" to conduct a systematic examination of where collaboration has succeeded and failed between and among all the varied constituencies of the University since the North Central Association Accreditation Site Visit of 2000, and to map out a plan for the future in which collaboration is visible, and sustains the theme of this Self-Study, Walsh University: A Catholic Learning Community. It is also important to note here that the accreditation sub-committee on "Articulating the University's Distinctiveness," as the result of its deliberations during the two year Self-Study process, concluded from the focus groups it conducted (RR: Walsh University Focus Group Series: Characteristics of Distinctiveness, 2008) that Walsh University strives to be a community which pursues activities, structures, and processes that foster relationships, inclusivity, and harmony among faculty, students, professional and support staff, and Because the ideals of inclusivity and harmony are both a foundation for and an extension of successful collaboration, and because the breakdown of collaboration serves as evidence of the erosion of harmony and inclusivity, much of the work of the Distinctiveness Sub-Committee on inclusivity and harmony has been subsumed into this chapter of the Self-Study Report. Collaboration requires inclusivity. Institutions can implement structures and processes that are inclusive. Communities are most communal when their members feel in harmony with one another. While the ideal of harmony is more subjective and elusive, the findings of the sub-committee on "Distinctiveness" suggest it is an ideal many believe the University has realized, and most believe should be a foundational characteristic of Walsh's identity.

Collaboration through Institutional Structures of Shared Governance

Shared Governance: The Board of Directors

Central to the Walsh University governance structure is the Board of Directors. The Board of Directors is chaired by a member of the Brothers of Christian Instruction with five Brothers holding positions on the Board along with the Bishop of the Diocese of Youngstown. While the Board works directly with the Walsh University President and Provost, campus constituencies have opportunities for interacting with Board members through the committees of the Board.

1c.

Understanding of and support for the mission pervade the organization.

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

CHAPTER FOUR CONTINUED

Since the founding of Walsh University the organization and operation of the Board of Directors of Walsh University has evolved through three (3) phases:

Phase I: The early years. The Board of Trustees was made up of the same persons who comprised the membership of the Provincial Council of the Brothers of Christian Instruction. The Provincial was chairman of the Board. The local bishop became an *ex officio* member later when the Board was expanded. There were no lay persons on the Board.

Phase II: Slowly (three at first) lay persons were added to the Board. At first, the Brothers constituted a majority of the membership. Over about two decades, as lay persons continued to be added and the number of Brothers available diminished, the majority became lay men and women. Since it is a single-tiered Board, its decisions were not subject to review and to action by the congregation except in the few areas where they had reserved powers.

Phase III: This begins with the naming of the first President who was not a Brother of Christian Instruction (Father Richard Mucowski, a Franciscan friar). He was followed by the first layman President, Dr. Kenneth Hamilton, and then Richard Jusseaume, the current President.

During these years (1992-2009) several changes occurred in board composition and governance. **First**, the number of Board members grew slowly to its current number of 36 members. The Brothers hold five seats including the chairmanship. These seats may be filled by the Brothers or their designees. **Second**, greater attention has been given to diversity of membership. This includes diversity of professions and competencies as well as race, sex, and religion. Currently there are six women and thirty men. There are at least six religions represented (the majority are Roman Catholic). There are four lawyers and judges, fifteen business persons, five Brothers, four clergy, six educators (counting Brothers) and six from the medical community.

There are currently eight standing committees of the Board. All of these take primary responsibility for the areas their names suggest:

- <u>Academic Affairs</u>: Programs, tenure, faculty policies, review of Academic Assembly recommendations.
- <u>Finance and Auditing</u>: Regular budget reviews and projections. Annual audit. Financial policies.
- <u>Buildings and Grounds</u>: Facilities and grounds. Campus master plan. Selection of contractors.
- <u>Student Affairs and Athletics</u>: All residential and non-academic policies. Oversight of nineteen athletic programs. Campus life and security.
- <u>Investments</u>: Policies and procedures relative to endowments and capital funds. Selection and interaction with investment managers.
- Advancement and Marketing: Fund-raising at all levels. Branding and advertising. University publications and communications.
- <u>Governance</u>: Nomination of new members. Attendance. Speakers, By-laws recommendations.

2d.
All levels of planning align with the organization's mission, thereby enhancing its capacity to

fulfill that mission.



CHAPTER FOUR CONTINUED

 <u>Executive</u>: Chairs of all committees. Board Vice-Chair presides. Acts in place of Board when necessary and with prior approval when possible.

Third, heretofore, committees met randomly between Board meetings. Currently the Board meets three times per year—fall, winter, and spring. Now all committees except Governance meet on a Friday and the whole Board meets on the Saturday following. This enables out-of-town members to attend their committee assignments. They feel far more connected and involved. The twelve members from out of the area are able to attend. In the winter the Board participates in a mini-retreat which begins with Friday dinner and continues into Saturday morning.

All of the above results in a Board that has never lacked a majority and that is seriously committed.

Facilities: The Board, primarily through its Buildings and Grounds Committee, has taken a greater role in the management of campus buildings and grounds. In 2000 there was \$20 million of deferred maintenance to be done. Today that amount is less than \$6 million. This is the result of a Board mandate to address this issue and a Board commitment to use budget surpluses to accomplish this.

During the recent phase of seven new buildings being built, the Board recognized the need to construct residence halls so as to create a larger, more vibrant campus community and to create facilities that paid for themselves and contributed to the bottom line. The resident population has grown from about 425 students to nearly 1,100. The Board has left it to the President and his staff to select the architect. The Board has overseen the process to choose a construction company through a bidding process. The Board has also been involved in the acquisition of three homes that are now part of the campus and authorized future purchases that have strategic impact.

Finally, the Board has decided that no new borrowing will take place for the purpose of constructing any new buildings in the near future, even as the University strives to reduce long-term debt. Thus the groundbreaking for the new Learning Commons and School of Education has been delayed until the necessary funds have been raised. In the interim the University anticipates diminishing long-term debt by about \$4 million in the new budget year. The Board has also accepted a new master plan for the campus. This plan anticipates moderate revisions over the next ten years.

Finances: By far the most time is spent by the members of the Finance and Audit Committee. Though the University's Vice President for Finance serves as a resource to this committee, the work is long and detailed. The creation of annual budgets, the monitoring of debt and the acceptance of the annual audit require significant analysis. Recently, the refinancing of long-term debt has been a major pre-occupation. Members of the committee have reviewed proposals, offered suggestions, and regularly interacted with University officials. The process should be completed early fall 2009. 2009 will end with a 13th balanced budget.

1c.

Understanding of and support for the mission pervade the organization.

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

2b

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the



CHAPTER FOUR CONTINUED

In addition, the Board has mandated the creation of two emergency funds controlled by the Finance and Audit Committee and the Board only. One fund sets aside \$400,000 per year, and the other reserves a percentage of freshmen revenues. Together these have already accumulated over \$1 million. The expertise of Board members on the Investment Committee is crucial to our growth and development. They, along with University personnel, review investment policies, choices, and outcomes. They help to evaluate our investment managers. They closely monitor all of our decisions. Finally, Board members have greatly increased their personal giving to the University. Some of this came by way of major capital gifts. The remainder has been the result of annual scholarship fund gifts. Participation is unanimous.

External Concerns: There is a concerted effort to inform Board members of external forces that affect the University. For example, divisions such as education, counseling, and nursing must meet parameters imposed by external accrediting agencies. Government programs related to federal, state, and local funding greatly affect student aid. The general economy also has a great impact on student and University enrollment. Programs such as veterans' assistance and aid to unemployed affect enrollment as well.

The President's office disseminates information and materials to Board members almost on a weekly basis. The President's Board reports summarize key decisions that affect Walsh. At times, Board members are asked to respond or to contact elected officials. Likewise, Board members from around the country routinely share reports, surveys, graphs, and a variety of information with the President and other campus officials. This reciprocal communication serves a valuable purpose and keeps everyone informed and involved with external issues that potentially affect the well being of the University. It is a valuable outcome of the process.

Key Concerns: As the Board continues its usual activities, there are several ongoing issues that are routinely discussed in committees and in meetings, both formally and informally. A few of these concerns are the following:

- Succession planning: This has many dimensions. Part of it has to do with legacy, and part of it has to do with the eventual retirement of several veteran administrators such as the President and Provost. The sponsorship issues seem resolved. The Legacy Groups address the perpetuation of history and traditions. The Leadership Groups are a training ground for potential replacement leaders.
- Identity and Mission: The challenge to maintain a deliberate, authentic Catholic identity is a daunting one. For decades, at Walsh and elsewhere, this has been the purview of the sponsoring group. The education of faculty and staff helps. The hiring for mission helps. The commitment of leadership is crucial. It already has been the subject of several Board retreats.

1c.
Understanding of and support for the mission pervade the organization.



- Evaluations and Accountability: A system of reviews is currently in place. Both evaluations of the President and Board self-evaluations are regularly scheduled. The results are openly discussed. There are always a few Board members who do not fulfill their roles, and the Governance Committee deals with these issues.
- Tenure: Board members traditionally question the validity and appropriateness of tenure. In difficult economic times, the conversation becomes more animated. Though no one has suggested eliminating tenure in the future, the Board has asked that the process and the qualifications be well defined and enforced. This has and is being done with care.

Future Concerns: By far the greatest single concern of the Board is the long-term debt of the institution. This is part of every discussion concerning finances. In 2006 the Board members advised the President that they did not want to increase borrowing to finance capital projects. This is being carefully followed. Early in the 2009-2010 budget year, refinancing of debt and deployment of the capital project fund will enable us to reduce long-term debt by \$4 million. Of the \$30 million of debt that will remain, about \$18 million is for residence halls. This debt is serviced and reduced by operating surpluses, and as long as occupancy remains over 90% (100% for the past five years) this debt is properly carried. The other \$12 million or so is serviced from the annual operating budget. Thus far this has not been a problem and none is foreseen in the years ahead.

The refinancing of debt has occupied much Board time over the past year. This is nearing completion and remains favorable to the University.

Control of operating costs and its impact on tuition and room and board and fees concerns the Board as well. Despite 13 years of upwards balanced budgets and modest operating surpluses, all expenses inevitably creep. Because the mission specifically addresses education for working class families, it is imperative that Walsh education remain affordable. This usually results in a form of tuition discounting that translates as institutional financial aid. In Walsh's situation, as federal and state aid erodes and we continue to have 32% of our students at or below the poverty level, the need to supplement is critical. With a less than modest endowment to fund aid, financial management of existing funds is critical.

Finally, Board members continually demand that the President take vacations and take better care of health issues. This summer, there was a mandated executive physical at the Cleveland Clinic.

Conclusion: The Board of Directors of Walsh University is composed of 36 committed individuals who take seriously the oversight of the institution. As this report shows, they are involved in all key issues associated with the University. The Board is dynamic, adaptable, and accountable. It is a great blessing to the University. Its members provide leadership, engender support, make financial contributions, and focus on issues that are relevant to the continued development of the University. The members do not interfere in operations, but are always available for advice and assistance.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.



CHAPTER FOUR CONTINUED

Faculty, staff and students join Board members to complete the work of these committees, which may also include members of external constituencies as appropriate, such as independent auditors and financial portfolio managers. The Finance Committee, for example, includes two faculty members, auditors and representatives of partner financial institutions who participate in meeting when appropriate. The Student Affairs Committee of the Board includes two faculty representatives, the NAIA Faculty Athletic Representative, and two students. Chairs of Instruction and Academic Policy Committee, Faculty Affairs, and Graduate Council—all Academic Assembly committees—attend meetings of the Board's Academic Affairs Committee. Following every Board meeting, the President of Walsh University gives a comprehensive report on Board actions at open forums which all employees can attend and ask questions.

Shared Governance: The Faculty

The governance structures for Walsh University are designed to allow input from the three major internal constituencies of the University—faculty, staff, and students. A formal governance plan appears as an appendix in the <u>Faculty Handbook</u> (2008). Although minor changes have been made in the past five years, the entire governance structure has not been substantially altered since 2001 when an extensive review of the University Senate occurred.

The primary constituency serving faculty is Academic Assembly and its various committees and sub-committees (RR: Faculty Handbook, 2008). Academic Assembly consists of all full-time employees with faculty status, plus the President and the Provost who participate as non-voting members. Meetings are open to adjunct faculty, but they are not considered in establishing a quorum and do not have voting rights. In addition to the monthly meetings of Academic Assembly, opportunities for interaction among faculty, staff, and students occur within many of the standing committees of Academic Assembly. Some of the committees, such as Instruction and Academic Policy (IAP), Library, and Enrollment Management, include staff and/or students, thus allowing for significant opportunities for interaction among University constituencies and assuring input from multiple groups in debates over policy and programmatic changes.

For the most part Academic Assembly functions as described in the governance plan. It meets monthly during the school year (usually seven to eight meetings), hears motions, votes, and makes recommendations to the President. A substantial part of many meetings is devoted to informational presentations. The President, the Provost, and the Deans of Instruction, Academic Services, and the School of Business give presentations at most meetings, and there are frequently other speakers from outside Academic Affairs to increase communication and awareness of campus programs and services.

Three key issues impact the effectiveness of Academic Assembly as a governance body. **First**, some faculty have expressed the opinion that the presence of the President and Provost may have an impact on the candidness and voting habits of the membership. This issue was raised in the assembly in 2007-2008; a motion to remove the President and Provost from membership in the assembly was defeated.

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.



It is difficult to gauge the impact of this factor. It may also function on a more micro-level as untenured or non-tenure track faculty may not want to disagree on record with Division Chairs and Program Directors. The President and Provost do not generally speak in favor of or oppose motions, but when they do the assembly tends to vote with them. The major advantage to the participation of the President and the Provost is that being present for discussions gives them a better understanding of the motions, and the concerns of the faculty, which can be helpful in deciding how they act on recommendations from the Assembly.

The 2007-2008 Higher Education Research Institute (HERI) survey shed some light on the relationship between faculty and administration at Walsh University. Fiftyfive out of 96 full-time teaching faculty responded to the survey. Results suggest varying levels of satisfaction regarding the institutional dynamics that contribute to an effective collaboration among faculty and between faculty and administration. While 69% of faculty reported that they were very satisfied or satisfied with their professional relationships with other faculty, and 63% were very satisfied or satisfied with their relationships with Administration, 51% of the responding faculty believed the faculty are typically at odds with the campus administration. addition, 67% of the respondents indicated that faculty are sufficiently involved in decision making. Twenty-six percent of the surveyed faculty felt that the statement "Administrators consider faculty concerns when making policy" was very descriptive of Walsh University, and 53% felt it was somewhat descriptive. For the statement "The administration is open about its policies," 38% felt it was very descriptive and 44% that it was somewhat descriptive. In the HERI survey, 26% of the surveyed faculty felt that the statement "Administrators consider faculty concerns when making policy" was very descriptive of Walsh University. 53% felt it was somewhat descriptive. For the statement "The administration is open about its policies," 38% felt it was very descriptive and 44% that it was somewhat descriptive. To be noted is the fact that on each of the above questions Walsh scored better than national averages compared both to all colleges and universities, and to Catholic Colleges and Universities (MJ: Statistical Data and Survey Reports, "Faculty Surveys").

Second, the size of the body (123 during the 2008-09 academic year, an increase of more than 50 members since 2000) makes careful deliberation difficult. It is not practical to micro-edit or revise motions in such a large group, but in practice this often happens because the alternative is to remand motions back to committees, which generally means waiting a month or more to resolve relatively minor issues.

The latter practice is becoming more common because of the growth of the faculty, but it also raises issues. The common practice is to ask assembly members who have raised concerns about the language of a motion to bring their concerns to the committee to which the motion is remanded, but the follow-up often does not happen and committees are left with a flawed motion, but little feedback on what needs to be improved.

In spring 2007 the Chair of the Assembly appointed an *ad hoc* committee to study the issues regarding the make-up of the body. The committee met over the

2c.
The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



CHAPTER FOUR CONTINUED

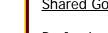
summer of 2007, conducted a survey of faculty, and studied the academic research on academic governance bodies.

Forty-two faculty responded to the survey, and 76% of them liked the idea of an academic senate, but there was no consensus on how large the group should be, or how to determine representatives (MJ: Statistical Data and Survey Reports, "Faculty Surveys"). A study from the Center for Higher Education Policy Alternatives, Challenges for Governance: A National Report, revealed that given its size, Walsh was at the cusp of schools with representative vs. plenary faculty governance bodies. Survey responses and informal discussion over the summer showed that faculty members wanted to assure there would be representation from divisions, committees, other functional units, as well as gender equity. They also wanted a plenary body to meet along with any newly-formed Senate. Faculty also wanted to keep things as simple as possible. Given the ambiguity regarding the true wishes of faculty, the *ad hoc* committee decided to retain the plenary governance body.

Turning to attendance at meetings by President and Provost, the survey showed overwhelmingly that the presence of key administrators greatly enhanced communication, made for smoother relations between faculty and administration, and speeded up the development of policies and programs. Again, the *ad hoc* committee felt it was appropriate to leave things as they were, and make the President and Provost welcome at meetings.

The *ad hoc* committee also addressed the issue of leadership succession on Academic Assembly. The Selection Committee had great difficulty securing candidates for Academic Assembly chair. Part of the problem was the structure of the executive group. Individuals ran for chair and vice chair on a single ballot. The *ad hoc* committee felt it might be more attractive to potential candidates if they were elected to a position of vice-chair/chair-elect, then became chair the following year after becoming familiar with committee leadership. This change was proposed as an amendment to the Academic Assembly bylaws, but was defeated by the Assembly. The evidence suggests, both from the survey, the deliberations of the *ad hoc* committee, and the votes of the Assembly itself, that concerning the make-up of Academic Assembly, faculty would rather bear its current flaws than risk new ones.

Third, the meetings are often tedious, and are generally held late on Friday afternoons, a time when many faculty may wish to be elsewhere. The duration and general tedium of the meetings can have a direct impact on the governance effectiveness in two ways: 1.) some faculty may be reluctant to raise issues out of fear of making the meetings longer; and 2.) motions that come to the floor later in long meetings tend to be passed quickly, sometimes without adequate deliberation and consideration. Given the full and varied teaching schedules of most Assembly members and the business it is required to conduct, there does not seem to be a solution to the current timing of the meetings.



Shared Governance: Professional Staff and Support Staff

Professional Staff and Support Staff are separate entities on the Walsh campus, defined by their contract status. The Professional Staff consists of salaried



employees who receive annual contracts. The Support Staff is comprised of hourly employees. Both bodies serve as the means through which members are kept informed of University matters. Their meetings provide a forum through which members can voice concerns, offer input, and where appropriate, give or withhold endorsement of University matters, actions, or policies. Each body assists its constituents in building and maintaining morale. Each group advocates, where appropriate, on behalf of the interests of its members.

Professional Staff holds regular meetings and often invites campus representatives to present before the group. Officers of this body are voted upon by its members. The Chair position is a one year term handed down to the Vice Chair at the end of the year; the Vice Chair and secretary hold one year terms. All other positions are held as two year rotating terms. This body meets at least once every other month or two to three times each semester. The group has also demonstrated a commitment to professional development for the staff. For example, in the fall 2008 the Professional Staff attended a stress management presentation by Heart to Heart Communications, "Getting Centered in an Off-Centered World." The presentation was held at the satellite campus in Akron, which also allowed for a sharing of experiences between main campus and satellite campus professional staff.

The Support Staff is the organized governance body of non-contract employees. Like the Professional Staff, Support Staff elects members to serve on University Senate and other committees for which its members are eligible. Officers of this body, too, are voted upon by its members. The Chair, Vice-Chair, and Secretary serve one year terms. Those members who sit on other constituency bodies serve staggered two year terms. Unlike the Professional Staff, meetings of the Support Staff have been erratic due to low attendance. The last meeting of the Support Staff was March of 2008. As hourly employees, the Support Staff follow inconsistent schedules, including evening hours and weekends. E-mail accounts for some factions, such as the maintenance staff, are a more recent service and the previous lack of e-mail accounts impeded communication. Accommodating a meeting time for all Support Staff members has proven to be a challenge and has slowed the progress of the organization. Support Staff employees do contribute meaningfully to campus activities, such as volunteerism at the Hoover Park Museum, United Way Campaigns, and the SOS program. New elections for the group were last held in March of 2008, and although a meeting was proposed for December 2008, it never took place. Some discussion has taken place about combining Professional Staff and Support Staff into one unified group. However, unification is problematic given that, in some instances, members of the Professional Staff serve in a supervisory position to Support Staff individuals. The current plan is to maintain the autonomous status of both groups.

Shared Governance: Walsh University Student Government (WUSG)

The student government is a functioning body that holds annual elections and meets regularly during the academic year. According to the <u>Student Handbook</u> (RR), "The Walsh University Student Government serves as the student body representative whose purpose is to provide capable and responsible student governance; foster student involvement in the governance of the University and

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

CHAPTER FOUR CONTINUED

Student Affairs; serve as a forum of student opinion; and serve as a liaison between the students, administration, faculty, and staff. The WUSG is comprised of the Executive, Legislative, and Judicial branches." Within the overall governance plan, the role of Student Government is to select and provide student representatives to Academic Assembly and University Senate Committees. WUSG also oversees the activities of co-curricular student organizations; in consideration of the University's mission, WUSG began requiring such student groups to do an annual service project in 2007-2008.

Shared Governance: University Senate

The role of University Senate is described in Appendix I of the <u>Faculty Handbook</u>, 2008 (RR). As described there, the University Senate was intended to function as the major governance body of all internal constituencies mentioned above: faculty, support staff, professional staff, and students. It is supposed to be the complementary piece in the governance structure to Academic Assembly, but it has only met sporadically since 2000. Ironically, many subcommittees of University Senate remain vital, even without oversight from the plenary group to which they ostensibly report. These include the Planning and Assessment Review Committee (PARC), Grievance and Equity Boards, and the Honorary Degree Committee. It appears that these committees have, *de facto*, begun reporting to the President's Staff.

The committee most negatively impacted by the absence of a viable Senate has been the Student Affairs Committee. The purpose of this committee is to "address student and other constituency concerns related to Student Life on campus as well as other issues which affect the general welfare of the members of the community" (RR: Faculty Handbook, 2008, Appendix I).

The last meeting of this committee was in spring 2007. Meeting times for this committee need to be increased to better serve all student groups. Student Affairs is the most likely of all the University Senate committees to bring policy motions to the entire body. As such, its mission is impacted by the failure of University Senate to convene.

University Senate as an entire body has not met regularly since 2004; there were some meetings during the 2005-06 and 06-07 academic years, but the last meeting was held on April 3, 2007. One of the issues with University Senate has been the difficulty in filling the Senate seats. Faculty are contractually obligated to participate in Academic Assembly and they also have a service obligation, which may be fulfilled by committee service in either elected, appointed, or *ad hoc* committees. Staff and students do a tremendous amount of service on campus, but committee service for them is not contractual and often represents extra work without remuneration. Another issue may be that Support Staff may not feel that their participation is meaningful in the overall operation of the University. Ideally, the University Senate "reviews and acts on the recommendation of its standing and *ad hoc* committees. It recommends non-academic programs and policies to the President for approval/veto and/or submission to the Board of Directors." It is



not clear how these programs and policies get sent to the President without a functioning Senate. University Senate's current dysfunction is an ongoing challenge to the realization of the goal of "Enhancing Collaboration across the University Community."

Shared Governance: Strategic Planning

The Planning and Assessment Review Committee (PARC) is one avenue through which internal constituencies work together to plan the University's long term goals, and to assess progress in reaching them. PARC at full capacity consists of seven members with two-year terms and two ex officio members:

- Two faculty members elected by Academic Assembly, one of whom must teach in a graduate program (staggered terms).
- One professional staff member elected by constituency.
- One support staff member elected by constituency.
- One undergraduate student.
- One graduate student.
- One member of the SPS (School for Professional Studies) staff.
- One member from the community at-large who has expertise in planning and/or assessment—preferably an alumnus.
- The director of institutional assessment (ex officio).
- The director of institutional research (ex officio).

The last meeting of PARC was March 4, 2008. The committee will reconvene once the University receives the report of the Higher Learning Commission after its site-visit in November 2009. It has been the intent of the Accreditation Executive Committee that the University's <u>Self-Study Report 2009</u>, and the Higher Learning Commission's response to that report, would lay the foundation for Walsh's next strategic plan. It is to be noted that presently, with the resignation of Dr. Mary Gunn at the end of the 2008-09 contract year and the discontinuation of the position of Director of Institutional Research in 2002, the committee is absent this expertise.

PARC ostensibly reports to the University Senate, but with the Senate not currently meeting, PARC has *de facto* become a committee reporting to the President. Even in the absence of input from the University Senate, strategic planning has remained a collaborative effort, both because of the representational make-up of the committee, and because of President Jusseaume's use of focus groups and special task forces in conducting the strategic planning process (MJ: <u>Strategic Planning 2000-2009</u>). The broad representation from the campus community on the accreditation sub-committees for this <u>Self-Study Report</u>, each a special task force with a specific assignment, serves as an example.

Collaboration Supporting Academics

The following programs serve as examples of effective collaboration that contribute to enriching the academic environment of the University:

2d.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.



CHAPTER FOUR CONTINUED

Cross-Disciplinary or Inter-Disciplinary Programs

4c.

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

Many of the majors and minors that have been developed since 2000 (AP#2: The Walsh University Curriculum, 2000-2009) have been the result of collaborative efforts across the academic disciplines, the impetus for which has been faculty networking with colleagues from other divisions to build programs that require a multi-disciplinary curriculum to succeed. These include: 1.) the development of the Forensic Studies minor involving faculty from the divisions of Nursing, Social and Behavioral Sciences, Business, and Language & Letters; 2.) collaboration among the faculty of Humanities, Language & Letters and Theology that resulted in the Peace Studies Minor; 3.) the development of the Gender Studies minor after the successful collaboration of faculty from the divisions of Language & Letters, General Studies, Humanities, and Communication; 4.) the creation of the Museum Studies Major/Minor from a collaboration between the Division of Humanities and the School of Business, with extensive input from the Hoover Historical Society, area museums in Canton, North Canton and Massillon, and varied professional organizations; and 5.) collaborative work among the Sociology and Psychology faculty, alumni, and criminal justice employers within Northeast Ohio during preliminary discussions about the appropriateness of initiating another graduate program, one leading to a Master's Degree in Criminal Justice. Programs such as these, with all their associated interdisciplinary courses, are direct evidence of Walsh's mission to provide students a higher education that fosters critical thinking, and personal, professional, and cultural development.

The Honors Program (http://www.walsh.edu/thehonorsprogram-1)

Since its inception in 1992, the Honors Program has encouraged faculty from different disciplines to collaborate in developing courses for Honors 300 and 301, the Junior Honors Seminars. Only team-taught courses are approved for the seminars. In recent years Honors Students have benefitted from the collaborative efforts of faculty in developing courses unique to the Honors Program.

The Honors Program is more fully discussed in Section II of the "Improved Learning" chapter.

Honors/International House

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Walsh University Honors/International House was designed to create a living-learning environment that fosters enrichment opportunities for exceptionally talented, creative and academically committed students with a focus on cultural orientation and programming with an international perspective. The fusion of residence hall living and Honors learning is designed to provide a stimulating intellectual and social atmosphere specifically geared toward the needs of first-year Honors and international students, and serves as a model of collaboration between Academic Affairs and Student Affairs. The Director of the Walsh University Honors Program, Lemmon Hall Director, Director of International Student Services, and an undergraduate Resident Assistant (junior/senior in the Honors Program) have made contributions in building the program. While all parties collaborated to create the program, there have not been regularly scheduled meetings among program directors. All parties are currently working to address the need for more

CHAPTER FOUR CONTINUED

communication and active input into assessing program strengths and weaknesses as well as program development and proposed initiatives.

The 2008-2009 academic year was the pilot year for the Honors/International House program as a First-Year Residential Experience. Preliminary planning for the program included collaboration of faculty and staff from Residence Life, International Programs & Services, and the Honors Program. The community, located in Lemmon Hall, consists of 30 first-year Honors students. The primary goal of the living-learning community is to integrate both academic and campus life resources to provide a comprehensive program to help orient and retain first-year international and Honors students, and to provide a multicultural experience for them. However, this past year recruitment among international students was lower than normal. Late international applicants and housing shortages led to alternative housing placements outside Lemmon Hall for international students. Currently there are six upper-class international students that reside within the building. There were no freshman international students placed onto the floor.

The Director of the Honors program has created a mentoring position for an upper-class Honors student to assist with program initiatives. This position will collaborate directly with the Resident Assistant to provide study tables, exam preparation sessions, assistance with course selection, and orientation to the program.

Reports from academic and student affairs consistently show that Honors/International House students quickly develop a strong rapport. The Residence Life staff has indicated that average floor program attendance for these students is 90-95 percent, and students on the floor have taken their own initiatives to create meaningful programming.

The First-Year Institute/Gen Ed 100

Because of the number of sections the University needs to offer to meet increased enrollments, the First-Year Institute/GE 100 courses have depended upon staffing from both full-time and part-time faculty across the disciplines, and many members of the professional staff, especially within Student Affairs. Even though the primary focus of FYI/GE 100 has ebbed and flowed over the years between the objectives of Student Affairs and the objectives of Academic Affairs, designing the first-year experience has always been a joint project of the two offices.

Gen Ed 100 is more fully discussed in Section II of the "Improved Learning" chapter.



CHAPTER FOUR CONTINUED

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.

3c.

The organization creates effective learning environments.

3d.

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

School for Professional Studies (SPS)
(http://www.walsh.edu/accelerateddegreepro)

A particularly close working relationship exists between SPS and the Division of Nursing in the creation and delivery of the accelerated RN to BSN program. In partnership with the Aultman College of Nursing and Health Sciences and the Aultman Health Foundation, SPS and the Division of Nursing designed the program to serve current nurses licensed in the State of Ohio and employed by Aultman Health Foundation or its affiliates. A similarly close collaborative relationship exists between SPS and the School of Business, with the Assistant Dean for Non-Traditional Programs regularly attending all School of Business meetings.

The School for Professional Studies (SPS) and the Office of Enrollment Management have joint responsibility for contacting local corporations to grow Walsh University's undergraduate and graduate School of Business programs offered through SPS. The SPS and Admissions staff work together to increase the awareness of the business programs among key contacts in the community. This allows the Assistant Dean for Non-Traditional Programs to meet the needs of both SPS students and the companies that employ them.

In an effort to ensure an active relationship with the main campus, SPS professional staff members have served on numerous University committees, and have held key leadership positions on them, such as Chair of the Professional Staff and Chair of the Grievance Board. Additional collaboration occurs annually with the Alumni Office in planning and presenting the annual SPS alumni event. Main campus faculty have collaborated in developing most of the course modules used by SPS instructors, and often teach SPS courses themselves. Walsh University's Faculty Learning Communities Program is open to SPS professional staff and administration. During the inaugural year of the program, 2008-09, two SPS professional staff members participated.

The SPS Program is more fully discussed in Section II of the "Improved Learning" chapter.

Academic Support Center (http://www.walsh.edu/academicresourcecent)

The Academic Support Center offers students tutoring in selected subject areas, provides academic assistance with the development, composition, and editing of papers (both graduate and undergraduate), and coordinates the delivery of legally mandated academic accommodations for students with documented learning disabilities. By design a great deal of collaboration occurs between each academic division and the Director of the Academic Support Center for the delivery of the services of this office. Although the collaboration has been highly successful, one area of concern is providing tutors in the science disciplines. The *modus operandi* has been to hire and train tutors only when students in those disciplines complain about a lack of tutors available to them. With better collaboration and communication, tutoring services for these students could become proactive rather than reactive.

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Students with learning disabilities initiate requests for accommodations through Counseling Services. After the Director of Counseling Services reviews test results, disability verifications and the students themselves are referred to the Director of the Academic Support Center, who also serves as coordinator of academic accommodations. Thus the current Director works with students who have verified their disability status and coordinates their accommodations with faculty and the Director of Student Support Services as appropriate.

The Academic Support Center is more fully discussed in Section II of the "Improved Learning" chapter.

Structured Education Program (SEP)

For first-year students who score low on both English and math placement tests, Walsh University offers a collaborative Structured Education Program. The Director of the Academic Support Center also serves as the Director of the Structured Education Program. The SEP Director works closely with English and mathematics faculty, Counseling Services, and student tutors to address the specific needs of SEP students. The Director also teaches the GE 110 study skills class, and the mathematics component (Math 109) for students enrolled in SEP. collaboration between SEP and the English department is considerable, with the SEP Director also team-teaching one of the classes with the Chair of the Language and Letters Division. In addition, the Director also attends all curriculum meetings and offers advice and resources to the English faculty, which fully staffs this part of the SEP. Currently the SEP Director both designs and staffs the SEP math courses. Although this has been a workable arrangement, a more optimum situation would be collaboration from mathematics faculty that more closely resembles the relationship of SEP with the English department. The Director of the Academic Support Center and the Coordinator of Tutor Training continue to solicit the Division of Mathematics and Sciences for student science tutors but these recommendations are not usually forthcoming. Science tutors have been reluctant to undergo tutor training. Although a non-credit seminar was created to address this, so far this has only been marginally successful. The Director of the Academic Support Center is considering having tutors go through national tutor certification, but setting more stringent requirements for tutors has the potential for creating additional challenges to recruiting science tutors.

The Structured Education Program is more fully discussed in Section II of the "Improved Learning" chapter.

The organization creates effective learning environments.



CHAPTER FOUR CONTINUED

May Days Faculty Development Workshops

4a.The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

A notable area of collaboration among faculty members occurs during the annual May Days faculty development workshops. As an Academic Affairs initiative instituted by the Academic Dean (now Vice-President for Academic Projects), Dr. Nancy Blackford, in 2001, May Days have traditionally been loosely constructed faculty "work days" involving specialized faculty programs addressing topics such as advising, curriculum development, and assessment. With the creation of the Dean of Instruction position in the summer of 2007 the focus has broadened to include faculty enrichment and education, and has included opportunities for professional and support staff participation. For May Days 2008 and 2009, the Dean of Instruction began the practice of inviting nationally known figures in the scholarship of teaching and learning to launch May Days with a keynote address and workshop (AP#4: Brochures, May Days Development Workshops for Faculty and Staff, 2008 and 2009). May Days also involves a successful collaboration with Information Systems, which provides technical training for not only the faculty, but the entire campus community. To prevent scheduling conflicts between Academic Affairs events with those conducted by other University offices, the Dean of Instruction conducted the planning for May Days 2009 by convening a planning meeting early in the spring semester for any office considering a May Days session. The Dean of Instruction plans to continue this centralized approach in planning for May Days 2010.

In addition, the Dean of Instruction used May Days 2008 to explore with faculty the idea of beginning a Faculty Learning Communities program at Walsh. In a two hour May Days session the Dean of Instruction reviewed with faculty what Faculty Learning Communities are intended to accomplish. Based upon the positive response of faculty, the Dean of Instruction proceeded with the planning over the summer 2008. The inaugural Faculty Learning Communities program was launched in September 2008 with over 30 members of the faculty and professional staff participating. Three Faculty Learning Communities for 2009-10 have been approved (AP#3: Faculty Learning Communities Program 2009-10).

Clearly, May Days has the potential to be an effective venue for the continued professional development of faculty and staff outside of the normal school year. However, a few problems exist. Summer school classes are in session for most of May Days, so many faculty members experience time conflicts and are unable to attend valuable sessions. In addition, May tends to be a very busy month for both support and professional staff, so they have difficulty attending the sessions which are open to all. The best solution seems to be to at least have the keynote speaker present the week prior to the first summer session, and to provide a variety of sessions at different times so everyone can attend some of the sessions.



Collaboration within the Office of Student Affairs (http://www.walsh.edu/studentaffairs.htm)

The Office of Student Affairs is dedicated to providing supportive environments for students, that is responsive to their needs, through mentoring, teaching and modeling. The successful delivery of co- and extra-curricular programs and services relies on collaboration between the Office of Student Affairs, Walsh faculty and staff, and community partners.

Campus Assistance and Response Team (CARe)

Collaborative partnerships within the Office of Student Affairs have brought the skills of many professionals to the support of students who, because of social, emotional, or academic challenges, are at risk of not succeeding. The strongest example of this is the Walsh University CARe Team. Membership is comprised of the Director of Counseling Services, Dean of Students, Director of Residence Life, Director of Student Support Services, Associate Director of Athletics/Head Women's Administrator, Director of Campus Ministry and the Chief of Campus Police. Since 1996 this body has gathered every Monday morning during the academic year, and additionally as needed, to identify students who might be at risk. The team discusses concerns communicated to it, and formulates an outreach plan for each identified student.

In the fall 2007, as a direct result of this Self-Study process, members of the CARe Team identified the need for a more formal connection with Academic Affairs, not only as a vehicle to keep faculty apprised, when appropriate, of students needing support, but to identify and address themes of interest to both Academic Affairs and Students Affairs. After the Dean of Students, Director of Student Support Services and the Director of Counseling met with the Provost, the Dean of Instruction, and the Dean for Academic Services, formal communication structures were developed. Accordingly, the CARe Team has begun to provide direct feedback to the faculty members making referrals. In addition the Director of Student Support Services and the Dean for Academic Services regularly communicate via phone and e-mail to discuss issues of mutual interest.

New Student Orientation (http://www.walsh.edu/firstyearstudentprog.htm)

The Total Orientation Experience is one more way that Walsh University shows its commitment and dedication to student success. More than a summer session and a weekend orientation, the Total Orientation Experience includes an extended orientation seminar covering the first important weeks of college life. The Total Orientation Experience encourages students to understand themselves and others, and ultimately to succeed at Walsh University.

Summer orientation is a distinctive program at Walsh University. Lasting two days, this program is designed to assist both incoming students and their parents with the transition to Walsh and the college experience. Students meet other first-year students, interact with faculty and staff members who will be integral to their University career, participate in English, math and foreign language placement testing, and learn about how to prepare for the upcoming academic year. This

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

CHAPTER FOUR CONTINUED

program also provides the opportunity for parents to attend entertaining and educational sessions specifically designed to meet their unique needs and interests, including direct meetings with University departments to answer questions, and the "Letting Go" program which is designed to help parents with the transition of sending their children off to college.

The Office of Enrollment Management works directly with the Director of Student Activities and Orientation and Academic Affairs to plan and implement the summer orientation program. Extensive collaboration is also required with Academic Affairs to facilitate placement testing, academic advising sessions, academic major information sessions and opportunities for informal student-faculty-staff interactions. Additional collaboration among Residence Life, Commuter Services, Financial Aid, Information Services, Student Affairs and University Dining Services has resulted in the development and implementation of highly interactive evening programs to build community, and opportunities to engage faculty and staff during a campus programs/services fair.

Student Organization Advising

(http://www.walsh.edu/studentactivities.htm)

In recognition of the significant learning that occurs outside of the classroom, Walsh University faculty and staff members have demonstrated a commitment to partnering with students. During the 2008-2009 academic year 29 faculty and 14 staff members served as advising mentors to Walsh University's 38 registered student organizations geared toward service, social, academic, and leadership development. In this volunteer capacity Walsh faculty, staff and alumni members work directly with students to identify and fulfill the mission of these student organizations.

Wellness Initiatives (http://www.walsh.edu/walshwellnesscenter.htm)



Internal and external constituencies value the services the organization provides.

5d.

The University's Wellness Center provides free community clinics for the area's senior population.

Walsh University's Mercy Wellness Center provides fitness and wellness services to Walsh students, athletes, faculty, staff and the community. Located in the Physical Education Complex, the Mercy Wellness Center encompasses the Cavalier Fitness Center, community clinics, and training areas for Walsh athletes.

Under the leadership of the Wellness Director, the WELL Committee includes representation from the faculty, professional and support staff, as well as the Director of Human Resources. Initiatives generated and sustained by this committee include the cardio, exercise and CPR classes, an annual health fair for faculty, staff and students, free blood pressure tests, and a nutritional information campaign that includes postings about healthful eating in the University dining service centers.

CHAPTER FOUR CONTINUED

The Drug and Alcohol Task Force, also under the leadership of the Wellness Director, consists of students, faculty and professional staff members. The purpose of this collaborative effort is to evaluate student needs, and to provide programming and support services that promote healthy, responsible behavior regarding substance abuse. Creative programming has included drunk-driving simulations, effective educational programming with Counseling Services, and guest speakers who share their personal stories about the consequences of drug and alcohol abuse.

Athletics



Intercollegiate athletics is an important part of the educational experience of a significant number of both male and female students at Walsh. In the fall 2008 the roster of students participating in intercollegiate sports was 424. Of these, 252 were male; 172 were female. Men participate in intercollegiate basketball, football, soccer, tennis, baseball, cross-country, golf, and Men's lacrosse will begin competing in Women participate in intercollegiate 2009. basketball, cheerleading, soccer, cross-country, tennis, volleyball, softball, track and golf. Many more students, both male and female, participate in a wide variety of intramural programs. Complete statistics regarding the gender composition of and financial expenditures on the University's athletic programs can be accessed in the yearly report the institution submits for the

Department of Education's <u>Equity in Athletics Data Analysis</u>: (http://ope.ed.gov/athletics/Index.aspx).

The success of our student athletes relies on effective collaboration between faculty and athletics. The Walsh University Athletic Department currently uses a variety of means to communicate with faculty and staff regarding student athlete academic performance. Collaboration among athletic coaches and members of faculty is predominantly done through individual communications based upon specific student issues. This may include referrals to the Academic Support Center for coursework assistance, or notifications of travel for excused class absences due to University sponsored games.



3c.The organization creates effective learning environments.

CHAPTER FOUR CONTINUED

4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

To emphasize the University's academic priorities Walsh University's Eligibility and Compliance Officer works collaboratively with the University Registrar to receive student athlete grade reports. Grade reports are then submitted to each coach and reviewed to identify students academically at risk in addition to those no longer meeting eligibility requirements. To address academic issues coaches work with individual faculty members, academic advisors, the Academic Support Center, Counseling Services, and Student Support Services to determine the best practices to engage students and address their academic deficiencies.



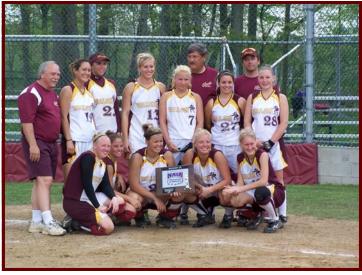
Another area of "enforced collaboration" involves the Faculty Athletic Representative, a formal position mandated by NAIA. This position was designed to ensure collaboration between Academic Affairs and Athletics, and to ensure the integrity of Walsh's student athlete program. The Faculty Athletic Representative works directly with the Eligibility and Compliance Officer to verify eligibility reports generated by the University Registrar. In addition, this faculty member must interview students who have been out of school for a certain period of time to determine eligibility for athletics reinstatement. The Faculty Athletic Representative is also charged with making decisions regarding the interpretation of NAIA rules and collaborates with NAIA legislative services to get rulings and request exceptions to ordinary rules in the case of extraordinary circumstances. On June 1, 2009, Walsh University officially applied to become an NCAA Division II school. While the University's initial application was not approved, the institution is in the process of addressing the concerns the NCAA raised regarding the application, and will reapply. The University's Director of Athletics is confident that Walsh's application will eventually be approved. As with the NAIA, the NCAA requires its member institutions to have a Faculty Athletic Representative to monitor compliance with its policies and procedures.

1e. The organization upholds and protects its integrity.



CHAPTER FOUR CONTINUED

Additional collaborative efforts provide the opportunity for increased understanding between Academic Affairs and Athletics. The Faculty Athletic Representative and two other appointed faculty members serve on the Student Affairs Committee of the Board of Directors. According to the Faculty Representatives, these meetings are interesting and informative. However, some confusion exists about the role of faculty members in communicating information back to their constituency group. Academic Assembly meetings have not been used to do so, and since the University Senate has not convened in recent years, no reporting venue exists there as well.



Participating in sports allows students to learn lessons which will benefit them throughout their lives.

- Aptitude
- Talent
- Healthy Competition
- Lessons
- Effort
- Team work
- Integrity
- Concentration
- Stability





- Discipline
- Endurance
- Fitness
- Resilience



CHAPTER FOUR CONTINUED

Formal Collaboration with External Constituencies

<u>Aultman College of Nursing and Health Sciences</u> (ACNHS) (http://www.aultmancollege.edu)

Through a collaborative agreement signed in April 2004, Walsh University made a five year commitment to Aultman College of Nursing & Health Sciences (ACNHS) in which Walsh University agreed to provide General Education courses for ACNHS students. The goal of this partnership was to provide a comprehensive collegiate environment for the Aultman students and a diverse General Education curriculum. Walsh welcomed the opportunity to share its physical plant, human resources, programs, and services.

For the Aultman students the collaboration begins with a formal orientation during which they spend half a day on the Aultman campus, and then come to Walsh for a service fair designed to introduce them to the programs and services of the University. These include the Academic Support Center, the Student Service Center, the Office of Residence Life, the Brother Edmond Drouin Library, and Walsh information technology.

While this collaborative agreement was up for review in June of 2009 as Aultman College strives to meet its initial goal to provide math and science courses on their own campus, "future collaboration agreements with Walsh University are projected to take place on an annual basis" (Aultman College of Nursing and Health Sciences Accreditation Report 2008) until the institution is able to meet the self-imposed timeline of complete self reliance for all General Education courses by approximately 2013.

A joint Aultman – Walsh Committee, a formal component of the Aultman College governance structure, provides the opportunity for effective collaboration and communication between faculty and staff of the member institutions. "Faculty have developed collegial relationships and communicate with Department Chairs and individual faculty of each general education division/course" (Aultman College of Nursing and Health Sciences Accreditation Report 2008). Both institutions remain committed to the success of the program, with formalized collaboration positions in place. Aultman's Director of Finance, Business Affairs, and Strategic Planning serves as the College Partner Liaison with Walsh University. In addition, the Walsh University's Provost sits on the Aultman College Board of Directors.

Social Outreach (http://www.walsh.edu/studentoutreach-1.htm)

The Office of Student Outreach was established in 1999 as part of Campus Ministry under Student Affairs. Student Outreach provides assistance to students, faculty and staff in the collaboration of service opportunities, encourages student-led activities, and empowers students to actively participate in the mission of Walsh University. The focus of community outreach is to meet and address real community needs, especially as they pertain to the most vulnerable members in the community, and to promote action on behalf of social and economic justice in the tradition of Catholic social teaching. This department oversees many collaborative projects including but not limited to:

5d.

Internal and external constituencies value the services the organization provides.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

CHAPTER FOUR CONTINUED

- Blood Drives, in collaboration with the Red Cross.
- Appalachia Spring Break Trip mission in which students donate their time to volunteer in Appalachia territory to rebuild homes and provide assistance to the residents of this impoverished area.
- United Way Harvest for Hunger Campaign, supplying food for the multiple food pantries in the county for holidays and throughout the year.
- National Alliance on Mental Illness.
- Domestic Violence Project.
- Catholic Charities "Adopt a Family" program.
- Oxfam International, a global hunger awareness organization.
- St. Anthony's Hispanic Building Bridges Program and St. Bernard's Hispanic Saturday outreach program a Hispanic/Migrant Program teaching English and American culture, while preserving Latino culture in the migrant community.

Because of the University's commitment to many social outreach agencies, and the extensive amount of time and the number of volunteers needed to make each program successful, there are times when the office is unable to collaborate with as many agencies as request services. To address this growing need, additional volunteers will need to be recruited before the office can assist more constituencies.

<u>Diocese of Youngstown</u> (http://www.doy.org)

As the only Catholic college or University in the Diocese of Youngstown, Walsh enjoys a collaborative relationship with Diocesan leadership and the pastors of the Catholic churches of the region on mission related programs and services which reflect shared values. While Walsh University is an independent Catholic institution, the Most Reverend George V. Murry, S.J., Bishop of Youngstown, serves as a member of Walsh's Board of Directors to recognize the importance of our relationship with the Diocese and to honor our Catholic heritage.

Walsh University students, faculty and staff collaborate with diocesan personnel on projects reflecting their shared mission of achieving Catholic ideals of social justice. These include but are not limited to:

- Hispanic outreach satellite sites in Stark County.
- Urban Outreach program in Mahoning County.
- Hispanic Summer Camp.
- St Anthony's Catholic Church Hispanic Services.
- After-School Urban Outreach Program at St. Paul's Catholic Church in Canton.
- Hurricane Katrina relief efforts coordinated by the Youngstown Diocese in response to a call for help from the Archdiocese of New Orleans.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

CHAPTER FOUR CONTINUED

5d.

Internal and external constituencies value the services the organization provides.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Community Clinics (http://www.walsh.edu/communityprogram-1.htm)

To meet the needs of the greater community, Walsh University provides Community Clinics which utilize the talents of faculty, staff and students from Physical Therapy, Counseling and Human Development, Nursing, and the Mercy Wellness Center. These community outreach programs offer students supervised, clinical opportunities while providing local community members with preventative, awareness, and behavioral modification programs. Examples include community health fairs, and health screenings and seminars that address specific health concerns of community members. Additional Nursing and Physical Therapy majors and faculty are needed to keep up with the community demand.

Father Matthew Herttna Counseling Center

Walsh University held the formal dedication and blessing of the Father Matthew Herttna Counseling Center on May 14, 2009. The Counseling and Human Development (CHD) program will begin operating this state-of-the-art Counseling Clinic in fall 2009, providing clinical services for lower-income, uninsured clients and others less fortunate from Northeastern Ohio.

The Clinic Director is working with various community agencies, the Walsh University Provost, the Chair of the Counseling and Human Development program, and the Chair of the Division of Behavioral Sciences to plan strategies that will provide basic counseling services to those in need within Stark county while providing a meaningful teaching environment for Walsh University counselors in training. The more than 100 men and women pursuing a career in Counseling at Walsh will now be able to use the Herttna Counseling Center to acquire more practicum experience under the direct supervision of experienced faculty.

Campus Ministry (http://www.walsh.edu/campusministry-2)

Campus Ministry is also making a distinct impact in collaborating with external constituencies with its work with the Diocese of Youngstown and area high schools. Campus Ministry provides spiritual retreats and confirmation events as requested. This department also does ministerial work with the Stark County Community Center, the Catholic Consortium, and the Stark County Ministerial Association. These three community collaborators provide an arena for Walsh to present and celebrate its Catholic identity, while becoming community allies of other religiously affiliated associations and agencies.

The DREAM Project

The DREAM Project was formed in spring 2007 and is a partnership between Massillon City Schools, the Aultman Foundation, the David Foundation, and the Walsh University Center for College Readiness (WCCR). The goal of WCCR is to increase the number of Massillon Washington High School students who continue their education at post secondary institutions after graduation (military, certificate programs, two-year and four year colleges, apprenticeships) through a four year program beginning their freshman year of high school and continuing through their freshman year of college.

CHAPTER FOUR CONTINUED

During their freshman year, students explore career interests, develop effective study skills, set goals and envision their future. Massillon City Schools converted athletic fitness training program to a sports medicine/exercise science curriculum beginning fall 2009, thus enabling WHS students to leave high school prepared to pursue associate's and bachelor's degrees in a variety of health care fields.

During their sophomore year students focus on developing leadership skills and goals for the future. They create a personal mission statement of goals, beliefs, values, interests; learn teamwork, develop an action plan and shadow Walsh student leaders. In the students' junior year they learn how to choose a college, visit area colleges, tour the Walsh campus and admissions office, learn financial aid strategies, hear guest speakers and prepare to take the ACT. Finally, during their senior year, students take dual-credit classes in science and English, earning both high school credit and six college credit hours. Students again visit area colleges, take the ACT college test, receive help with college applications, and participate in a simulation of their freshman year in college.

<u>Division of Education</u> (http://www.walsh.edu/education-1.htm)

External collaboration is fundamental in the delivery of Division of Education programs. Education faculty and school-partners create diverse field experiences for licensure candidates. Walsh faculty and school- partners meet on a regular basis with Walsh's Director of Field Experience to identify candidate needs as they progress through required field and clinical work. The Director of Field Experience serves as a liaison with the University's school-partners and adapts the structure of the experiences based on their formal and informal discussions. Currently, field experience is available in a variety of local school districts in Stark, Portage, Summit, Tuscarawas, and Mahoning counties. Additionally, the division works closely with MRDD Programs, the Stark County Integrated Program (SCIP), United Disabilities in Akron, Head Start, and the Youngstown and Cleveland Dioceses to ensure candidates receive well-rounded field and clinical experiences.

In the Master of Arts in Education (MAED) program the Division of Education also partners with the Diocese of Youngstown within and beyond Stark County to place graduate students in parochial schools so they also have the opportunity to work in these educational settings. The programs in Canfield and North Canton provide students in the MAED program with the opportunity to work with the Potter's Wheel program and St. Paul's Urban Outreach Program.

5b.The organization has the capacity and the commitment to engage with its identified constituencies and communities.



CHAPTER FOUR CONTINUED

<u>Service Learning</u> (http://www.walsh.edu/servicelearning)

Community partners are critical to the success of service learning courses. The role of the community partner is to create an environment conducive to learning; orientate and train the students; be a partner and co-teacher; communicate with faculty; and provide timely feedback to students. Over the years Walsh has been fortunate to work with numerous community partners, some of whom have included: Belden Elementary School, Compton Elementary School, Indian River Juvenile Correction Facility, Stark Regional Community Corrections Center, St. Bernard's, Hammer and Nails, Refuge of Hope, Meals on Wheels, Camp Mowana, and many area churches which have health ministries. Walsh's further commitment to service learning is evidenced in its membership with the Ohio Campus Compact, a network of colleges and universities sharing service learning as a common goal.

A more detailed description of the Service Learning Program can be found in the "Demonstrate Improved Learning" chapter of this <u>Self-Study Report</u>.

Career Center (http://www.walsh.edu/career.htm)

In order to meet the goal of assisting students and alumni to make the connection between academic preparation and meaningful employment, Walsh University's Career Center staff work extensively with external constituents. For upper-classmen student, the Career Center establishes relationships with local and national employers regarding internships and, potentially, full-time employment. Examples of collaboration initiated by the Career Center include:

- Walsh Career Network (WCN) The WCN facilitates web-based communication between Walsh students and alumni with employers worldwide.
- Stark County Collegiate Job Fair This direct collaboration between four area colleges/universities and local employers and professional organizations provides Junior and Senior students opportunities to interview with local employers.
- Canton Regional Chamber of Commerce, along with Mount Union College, Kent State University – Stark, Malone University, Walsh University and area businesses collaborate in an active effort to recruit and retain graduates to remain in Stark County.
- Northeast Ohio Teacher Education Day A consortium of higher education institutions actively collaborate to plan annual teacher education job fairs to address the needs of nearly 100 school districts primarily from Ohio. Consortium members include Ashland University, Cleveland State University, Hiram College, Lake Erie College, Malone University, Walsh University, and Youngstown State University.
- Ohio Foundation of Independent Colleges (OFIC) Career Fest OFIC member institutions and our external constituents have demonstrated extensive collaboration among the 120+ Ohio employers in attendance offering full time and part time employment and internship opportunities.
- Nursing/Physical Therapy Job Fair The Career Center collaborates with Walsh faculty and staff and approximately 23 Health Management Employers to present this annual program.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.



 Graduate School Fair – This annual program is presented in collaboration with approximately 14 graduate schools and their programs of study for Walsh students looking to continue their higher education.

Community Leadership Collaboration

North Canton Talk about Potential (T.A.P.) Program

North Canton T.A.P. is a group of community leaders who work to enhance the quality of life in the Greater North Canton Community. The primary purpose of this program is to establish a working relationship among community organizations as well as to improve quality of life in the North Canton area, and expand economic growth.

Collaboration initiatives exist among local businesses, the Chamber of Commerce, City government, school systems, and community organizations. Walsh University has been a member of the T.A.P. program for the last ten years. Meetings are held once a month at Walsh University.

Just Imagine North Canton! Economic Summit

During the 2004-2005 academic year the Walsh University President, the Executive Director of the Leadership Institute, and the current Dean of the School of Business facilitated an Economic Summit for the citizens of North Canton. This year-long endeavor used a planning process known as "appreciative inquiry" to discuss the future of the North Canton community. Over 100 residents, city council members, and business owners attended the inaugural meeting. Four sessions were completed at Walsh University, with a final wrap-up session in January 2005. A core group of 40 residents committed their time and effort to make North Canton a community with a proactive plan and vision for a positive future, particularly in light of the closing of the Hoover plant, at that time the city's largest employer. Throughout the process Walsh played an important role in maintaining relationships among citizens, community leaders, and the North Canton City Council, as the group strategically brainstormed positive future directions for the City of North Inquiries from and presentations to the City Council, North Canton Economic Development Committee, the Stark Economic Development Board, and other interested parties continue to the present day. Students are invited to participate, and in many cases, work as hosts and at the registration tables.

Sponsorship of North Canton Chamber Business Forums

For the last three years Walsh University has sponsored the North Canton Chamber Business Forum by providing cost free facilities in the new Barrette Business and Community Center. President Jusseaume kicked off the program with a talk titled, "Walsh University: Your Community Resource." In addition to hosting this collaborative effort, Walsh University invites its students to each program for networking and entrepreneurship opportunities.

5d.Internal and external constituencies value the services the organization provides.



Enhancing Collaboration

CHAPTER FOUR CONTINUED

<u>Leadership Institute</u> (http://www.walsh.edu/leadershipinstitute.htm)

The Walsh University Leadership Institute coordinated and facilitated Board Leadership Workshops from August 2004 - May 2007 involving 53 local non-profit Over 226 individuals attended from the Stark County area's non-profit organizations. The Leadership Institute partnered with two local foundations (Stark Community Foundation and Sisters of Charity Foundation of Canton) to fund the workshops. President Richard Jusseaume, the Executive Director of the Leadership Institute (Janet Howard), and a Walsh professor (Dr. Michael Dunphy) planned and facilitated these two day workshops nine times over Workshops focused on building organizational capacity through strategic leadership; building a competent board; strategic planning; effective meeting management; teaming strategies; attitude optimization; growth strategies; effective conflict resolution; adopting a servant leadership philosophy; and mentoring and fostering the development of additional EntreLeaders [sic]. Follow up luncheons were coordinated within a year of attendance to re-visit concepts learned during the workshop and to share best practices. Many of the workshops In 2006-2007 some of the non-profit were "sold out" a year in advance. organizations were the "learning lab" for Walsh's capstone business course, BUS 490, Strategic Management. Teams of students analyzed the internal and external environments for local non-profits, and brainstormed alternatives for their continued growth.

Summary and Conclusions

When the Accreditation Executive Committee identified as a goal of the Self-Study process to "Enhance Collaboration across the University Community," and formed a sub-committee to review and evaluate the current state of collaboration, it had assumed that the various departments and offices of the institution existed as "silos," functioning for the most part independently of one another. To the contrary, the collaboration sub-committee discovered, and its findings document, that extensive collaboration currently exists among campus constituencies, and between those constituencies and an extensive array of community organizations. The University clearly meets criterion five of the Higher Learning Commission's criteria for accreditation which states, "As called for by its mission, the organization identifies its constituencies and serves them in ways both value." The report of the sub-committee on "Enhancing Collaboration" concluded that the perception that collaboration is an area of concern for the University rests more with a lack of awareness about the successful collaborative efforts of the institution's many offices and departments, than with any real lack of substantive collaboration.

While the big picture with regard to collaboration is positive, especially with regard to collaboration with organizations beyond the campus, a number of areas of concern should be addressed, primarily within the areas of internal governance:

• Reevaluate the function of the University Senate to determine its relevance in the governance structure.

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Reevaluate the structure of Academic Assembly to reflect the preference of faculty for a representative body rather than the current plenary model.
- Revitalize the Student Affairs Committee to better serve students.
- Revitalize Support Staff as an organized governance body to serve as a voice for the interests of the University's hourly employees.
- Clarify expectations for the first-year experience course in balancing the objectives of both Academic Affairs and Student Affairs.
- Expand opportunities to engage adjunct faculty in the professional and social life of the campus.

Addressing the above areas will result in a more inclusive and collaborative campus. Whether doing so will contribute to the ideal of harmony highlighted in the proceedings of the accreditation sub-committee on "Articulating the University's Distinctiveness" must remain to be seen.



CHAPTER FIVE Graduate Culture

Creating a Culture of Graduate Education

Background: Graduate Studies to 2000.

In fall of 1980 Walsh University received approval from the North Central Association to develop its first graduate programs. The Master of Arts in Counseling and Human Development offered the first graduate coursework in fall 1981. The first graduate offerings in the Master of Arts in Education program began in 1990, followed by the Master of Arts in Management Program in 1991. The Physical Therapy Program, offering the first Master of Science degree, received OBR approval in 1997 and initiated its first course offerings in the summer of 1998.

A Graduate Council, appointed by the Academic Dean in 1981, had oversight of both curriculum and selected administrative tasks. In 1995 the Graduate Council was formalized in the University's Governance Plan which established representative membership including the Division Chair and Graduate Program Director from each graduate program. The new Graduate Council's responsibilities paralleled those of its predecessor.

In 1995 the Dean of Graduate Studies retired and a replacement was not named. The position of Dean of Graduate Studies was phased out when the University moved to a divisional structure in 1996. Academic divisions with graduate programs assumed independent responsibility for administering their programs. Graduate registration functions, previously performed under the auspices of the Dean of Graduate Studies, were decentralized within the Registrar's office, while graduate admissions responsibilities became shared between Division Chairs and the Office of Enrollment Management. Recruitment of graduate students remained with individual graduate programs and was largely unsupported outside of the divisions.

Background: Graduate Studies 2000-2007

In 2000 Graduate Council continued its responsibility of curriculum oversight, but also assumed some administrative duties. The registration function remained with the Registrar's Office and the Office of Enrollment Management continued to receive and process graduate applications. Divisions determined acceptance into their programs, and retained responsibility for recruitment. Student Affairs predominantly served undergraduate programs with little attempt to serve graduate students. Little communication took place informing graduate students of when services were available to them. Often these services were not convenient to evening programs comprised of working adults.

In 2001 President Jusseaume reaffirmed the University's commitment to graduate education. By 2003 the Vice-President for Enrollment Management designated graduate admissions counselors and initiated graduate recruiting activities. Admissions staff organized and staffed recruiting information sessions and initiated other support processes with program directors. Student Affairs organized an annual "University Orientation" for graduate students.



CHAPTER FIVE CONTINUED

Infrastructure

The impetus to recreate a graduate program infrastructure came from the Ohio Board of Regent's findings upon their review of the proposed Master of Arts in Theology Program in 2004. The Ohio Board of Regents mandated that Walsh University create a graduate structure that clearly distinguished graduate and undergraduate education and graduate and undergraduate policies supporting graduate scholarship.

Several core documents (RR: <u>Faculty Handbook</u>, 2008), the collaborative work of the University administration and the faculty teaching in the graduate programs, are the outcome of that mandate. These include:

"The Purpose of Graduate Programs in the University" describes the influence of the University's Catholic identity and the legacy of the Brothers of Christian Instruction on the graduate programs at Walsh University.

"Graduate Faculty and Scholarship" addresses expectations for graduate scholarship, graduate faculty qualifications, the meaning of scholarship as applied to graduate education, and the importance of a scholarship plan for graduate faculty.

"Scholarship at Walsh University" establishes for all Walsh faculty the framework for scholarship as "activities that systematically advance the teaching, research, and professional practice through rigorous work, and that are: (1.) significant to the profession; (2.) creative; (3.) peer reviewed through various methods; (4.) able to be replicated or elaborated; and (5.) published, presented, or otherwise documented." The document provides a rubric reviewing Ernest Boyer's four categories of scholarship: scholarship of discovery, integration, teaching, and application.

THE GRADUATE PROGRAMS AT WALSH UNIVERSITY

Counseling and Human Development

(http://www.walsh.edu/counseling.htm)

1980-2000: Walsh University has been graduating M. A. students in Counseling since 1982. Over more than 25 years of its history, the CHD program has graduated over 500 students. As counselor credentialing has developed at both the state and national levels, Walsh's counseling program has evolved from a single, 30 -hour program into two distinct programs: school counseling (48 hrs.) and mental health counseling (60 hrs). In 1980, Walsh College received approval from the North Central Association (Higher Learning Commission - HLC) to develop its first graduate program. In March of 1981 Walsh filed an application for approval of master-level programs with the Ohio Board of Regents (OBR). With HLC and OBR approval in hand, Walsh began offering courses toward the Master of Arts in Counselor Education in the fall of 1981.

In 1982, following OBR recommendations, the Counselor Education program was increased to 33 hrs. The Ohio Department of Education approved the counseling program in June, 1982, and the first class was graduated that summer. In 1983 the

1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.

3d.

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



program title was changed from "Counselor Education" to "Counseling and Human Development" to reflect more closely the philosophy of the department and the emphasis of a program which had increased required hours of instruction to 36 semester hours. In February 1984 the Ohio Department of Education approved the curriculum changes. An NCA focused review took place that year, and the CHD program passed all components.

In 1984 Ohio passed a counselor licensure law which created the (then) Ohio Counselor and Social Worker Board (OCSWB), now Ohio Counselor, Social Worker and Marriage and Family Therapy Board (OCSWMFTB). New requirements under that law required the CHD program to expand the curriculum to 48 semester hours. Per state law, an additional group of courses, labeled "clinical track," was created (beyond the 48 semester hour program) to comply with the two-tiered licensure standards which had been created in the new Ohio law: Limited Practice License (LPC - 48 hrs); and Independent Practice License (LPCC - 60 hrs). In 1986 the OCSWB approved both tracks (LPC-preparation and LPCC- preparation) of the Walsh CHD program.

In January 1997 the Ohio counselor licensure law was revised. The new law stipulated that even limited-practice licensure (LPC) required 60 semester hours of graduate coursework. At this same time the Ohio Department of Education also increased the educational requirements (particularly hours for clinical field experiences) for school counseling certification. At this point the revised standards in both clinical counseling and school counseling created the need for Walsh to designate two distinct counselor training programs. In June 1999 the reorganized mental health counseling program, which now required 60 semester hours for graduation, was approved by OCSWMFTB. In January 1999 the school counseling program was approved by the Ohio Department of Education.

2000-2008: The graduate infrastructure created in the 1980s had essentially been disassembled by the creation of a divisional structure in 1996, and graduate enrollments were declining. The CHD program was targeted for closure. January 22, 2001, President Kenneth Hamilton informed the CHD Program Chair that the CHD program was being cancelled, and a phase-out period would be implemented. The Graduate Council sought to have the CHD program develop an alternative, revitalization plan. This plan was approved by Graduate Council and Academic Assembly and forwarded to President Hamilton for reconsideration. The Walsh Board of Trustees considered the matter and directed that closure of the M.A. program in Counseling and Human Development be re-examined. The CHD program chair left the University, and two half-time faculty members were let go. A revitalization plan was implemented which called for the restoration of the fulltime program secretary and the retention of two full time faculty positions. One half-time faculty member left, leaving one full-time and one half-time faculty member in CHD program at the end of spring semester, 2001. The revitalization plan was continued under President Jusseaume (following Dr. Hamilton's sudden death in 2001) and graduate enrollments in CHD were doubled over the period fall 2001 fall 2003. The number of CHD faculty has gradually been increased as the program has been reconstituted.



CHAPTER FIVE CONTINUED

In January 2003 the law regulating school counselor licensure in Ohio was changed to permit an alternate path to licensure which did not require two years of teaching experience. During 2003-04, the CHD faculty began to create a "dual" track so that students could meet both Mental Health and School Counseling credentialing requirements within their Master's degree. At this same time the faculty began the process of preparing for CACREP accreditation. Minor changes were made to bring Core, Mental Health, and School specialty courses into compliance with CACREP standards which stipulate core and specialty knowledge areas, professional behavior and ethical standards, and counseling skills needed to function as Mental Health and/or School Counselors. The CACREP self-study was submitted in fall 2005, and the site visitation was held in June 2006. The CHD program received a two-year accreditation in January 2007 with conditions requiring the addition of full -time faculty The conditions of accreditation required the University to submit a follow-up report by October 15, 2008. In response to that report (RR), CACREP removed Walsh's two year conditional status and granted the program a full eight-year accreditation until March 31, 2015.

Assessment

From its early years the CHD program had included a comprehensive Master's examination as part of the degree requirements. The program had also incorporated a candidacy exam, a mid-program review, and endorsement by faculty before continuing in the program. The CACREP standards required the development of additional multiple assessment processes. CHD faculty members now review admissions data patterns annually, along with site supervisor evaluations of students' knowledge and skills and comprehensive examination patterns to determine whether or what curricular changes should be made. Faculty members have implemented student retention reviews so that problematic interpersonal behavior and skill deficits can be identified and remediation interventions be developed for specific students. CACREP standards also required the development of alumni, site supervisor, and employer surveys as part of the a comprehensive three-year program evaluation program. Currently the CHD program meets all CACREP standards regarding assessment.

Scholarship

Historically, scholarship standards for tenure and promotion at Walsh have not been significantly different for undergraduate and graduate faculty, and what standards existed in the Faculty Handbook were often loosely interpreted. Within the last two – three years, the Committee on Faculty Retention, Tenure and Promotion has begun to differentiate graduate and undergraduate standards based on the documents "The Purpose of Graduate programs in the University" (2005), and "Graduate Faculty and Scholarship" (2007), that were incorporated in the Faculty Handbook, 2008). The graduate workload of three units of teaching to one unit of required research has not been instituted in the CHD program, as it has for the Doctorate in Physical Therapy Program, as of the time of writing this document; therefore, the teaching load of 24 teaching units for a contract year, the same as required in undergraduate programs, has continued. The program will move to the graduate workload requirement when additional resources are available. Over the

3a.

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

4a.

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

last few years, CHD faculty members were able to develop "research release" proposals for a course reduction in a given semester. These were limited, however, and not all faculty members had access to these research releases each semester. Preparation for CACREP accreditation has pushed faculty to become more engaged in their professional organizations, and peer-reviewed presentations, as well as articles and book projects, have increased.

Master of Arts in Education (MAED) (http://www.walsh.edu/education.htm)

1990-2000: Since 1990 the Master of Arts in Education (MAED) program at Walsh University has provided through its curriculum opportunities for teachers to develop new leadership skills, increased pedagogical knowledge, and effective use of best practices in the profession.

Prior to the Master of Arts in Education Walsh University met its goal of serving its graduate students/practicing teachers through an Ohio Board of Regents/Ohio Department of Education approved graduate program in Learning Disabilities/Behavioral Disorders (1982-1989).

From this foundation—and from the need to serve more teachers and their communities—the University proposed to offer the Master of Arts in Education. Walsh's Graduate Council (April 1987), the Walsh Board of Trustees (1988), and the Ohio Board of Regents (1988) all approved the MAED. The new degree program was presented in the <u>University Catalog 1989-1991</u>. The curriculum, comprised of 36 semester hours, was organized into five components: Foundations, Electives, Teacher Resource Institution, Teaching Skills Laboratory, and a Comprehensive Examination. Admission standards required one year of teaching experience. Governance of the program included a Chairperson, Director of Graduate Studies, and the Chief Academic Officer of the University. Review of the program included the Education Advisory Committee, the Master of Arts in Education Advisory Committee, and the Graduate Council.

When the University adopted a divisional model in 1996, the MAED and the undergraduate education programs merged within a Division of Education. The new governance structure included a Coordinator/Director of Graduate Education Studies, Chair of Education, and Vice President for Academic Affairs/Dean of College. Admission standards included the GRE or MAT. Graduate students had the option of selecting a comprehensive written exam, a portfolio, or an action research project as the final evaluation of their graduate experience. New courses were added to or deleted from the curriculum to meet the changing needs of educators and the profession.

Teacher licensure program approval was through Ohio Department of Education at this time. In the fall 1998 Walsh began offering the M.A. in Education with licensure in six secondary areas. This program became known as LEAD (Licensure in Education for Adults with Degrees: (http://www.walsh.edu/leadteachinglicensur.htm). The LEAD Program was instituted to meet a growing need for credentialed teachers in Ohio. Individuals who already have a baccalaureate degree from an accredited college are eligible to add a teaching

3c.The organization creates effective learning environments.



CHAPTER FIVE CONTINUED

license to his/her credentials. Specific program requirements vary by subject area and most LEAD Program students complete teacher preparation coursework in four or five semesters while attending classes full-time. The LEAD Program Coordinator provides assistance in planning each student's particular preparatory Walsh University now has authority from the Ohio Department of program. Education to recommend individuals for licensure in seven different areas: Early Childhood Childhood Education, Early Intervention Specialist Education, Intervention Specialist Education, Middle Childhood Education, Adolescent and Young Adult Education, Multi-Age Physical Education and Reading Endorsements.

2000-2009: In 2001 the Division of Education's teacher licensure programs were assessed by the Ohio Department of Education (ODE) using the new 2000 standards issued by the National Council for Accreditation of Teacher Education (NCATE). Walsh was the first institution in Ohio to undergo this review, and the ODE bestowed upon Walsh NCATE's highest approval rating. While the MAED did not come under this assessment, the continuation of the LEAD program depended on approval of the undergraduate teacher licensure programs. In 2001 course requirements for the MAED continued to be 36 semester hours: 18 semester hours of requirements (Five hours in Core courses and three in Teaching Skills Practicum) and 18 semester hours of education electives.

In October 2003 Walsh began offering the MAED program in Canfield, Ohio, within the Youngstown diocese, at the Ursuline Center in an eight-week accelerated format, with 15 students registering for class. This accelerated format began on the main campus in fall 2005.

In 2005 the Ohio Department of Education (ODE) required teacher education units to receive accreditation directly from NCATE or the Teacher Education Accreditation Council (TEAC). In November 2008 the Division was visited by NCATE's Board of Examiners who evaluated Walsh's undergraduate and graduate programs in education on six professional standards. The MAED and LEAD programs were evaluated as advanced programs. The six unit standards are: 1.) Candidate knowledge, skills and professional dispositions; 2.) Assessment system and unit evaluation; 3.) Field experiences and clinical practice; 4.) Diversity; 5.) Faculty qualifications, performance, and development; and 6.) Unit governance and resources (See www.NCATE.org).

In April 2009 NCATE notified the University that its education programs, both initial and advanced, met all the standards, and were accredited through 2013 when the next NCATE visit will occur.

To meet the NCATE standards the core requirements for the MAED have increased from 18 to 21 semester hours, electives reduced to 15 hours, and workshop/alternative format hours limited to 6 credit hours. A total of 70 Field Hours were also incorporated. MAED candidates now take the comprehensive exam after completing the 18 hours of foundation courses.

In 2004 Walsh University began discussions with the Brothers of Christian Instruction at their Kisubi Brothers University Centre, in Uganda, a component of

2c.The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



the Uganda Martyrs University, to provide a graduate level program in educational leadership. The first cadre of Master's of Art in Education students began their educational leadership program in Uganda in September 2007. The program in Uganda requires a dissertation; thus, it has 39 semester hours of credit. The Higher Learning Commission has scheduled a site visit to the Kisubi campus, and separate documentation, prior to its Ohio campus accreditation visit scheduled for November 16-18, 2009.

In collaboration with the University's International Program Coordinator in Uganda, Global Learning is developing an immersion program for main campus Master of Arts in Education students in Uganda for the summer of 2010. This will be the first Global learning program for main campus MAED students. Students in this program will have the chance to travel to Uganda to not only take a course alongside Ugandan MAED students; they will also explore Ugandan culture, and its education system and practices. This program is aimed at American teachers seeking international experiences to bring to their students in their own classrooms. The International program Coordinator in Uganda has been developing this program for two years, and it is anticipated that Walsh will have 8-12 students traveling to Uganda in 2010 to break ground in this cultural exchange program.

Communicate Institute (http://www.communicateinstitute.com/):

Communicate Institute was founded by Drs. Nancy and Kurt Utterback in 1984. After working with Ashland University for several years, they signed an agreement with Walsh in 1993 whereby Communicate Institute would teach a variety of graduate courses in the University's M.A.E.D. program. The terms of the agreement read:

"Communicate Institute Training and Development (C.I.T.D.) will provide proprietary graduate courses through the Graduate Education Department of Walsh University. Walsh University will issue official grad and transcript documentation to the students upon request in compliance with Walsh University procedures and this agreement. C.I.T.D. or any other contractual course provider will teach courses required for the comprehensive exam at the end of the Masters in Education program. All courses taught by C.I.T.D. or any other contractual course provider will be part of the elective courses offered by Walsh University."

This agreement has been reviewed and periodically modified over the years. C.I.T.D. continues to revise old courses and new ones in serving the needs of K-12 educators mainly from the states of Ohio and Michigan. The Walsh University Division of Education has immediate oversight responsibilities regarding Communicate Institute. The division reviews and approves all courses and makes sure faculty teaching C.I.T.D. courses have appropriate degrees. The Dean of Academic Services maintains ultimate responsibility for the working agreement between Walsh and Communicate Institute.

Most students enrolled in C.I.T.D. classes are not matriculated in Walsh's M.A.E.D. program, but are fulfilling professional development requirements for the school

5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.



CHAPTER FIVE CONTINUED

districts wherein they teach, or are pursuing graduate electives in other Education programs. Walsh students are allowed to take a maximum of two three-credit elective courses in fulfilling their Walsh degree requirements. Course grades are submitted to the Registrar's Office and verification of credit is sent to each Communicate participant.

Assessment: The Division of Education has maintained an assessment system since 2002. The Division's faculty have continued to review and refine the assessment system to meet the needs of the unit and to ensure candidates are meeting state and national standards. Beginning in the fall 2006, a TK20 data management system has been used for collecting rubrics, assessments, and scores.

In preparation for the 2008 NCATE visit the Division revised and updated its assessment system to reflect the unit's Conceptual Framework by aligning expected candidate proficiencies with professional and state standards, by providing for the sharing of data with faculty and stakeholders, and by allowing for unit/program modification based on the analysis of data. Both internal and external data are considered for program decision making.

In keeping with the mission of the University, the Division of Education's mission statement was revised and adopted in July 2008. It now reads: "Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society." The division's overarching purpose, *Connecting Communities*, incorporates three tenets which guide the articulation of candidate proficiencies and those of the assessment system. These tenets are: 1—to examine and apply the Judeo-Christian tradition in developing professional roles; 2—to embrace diversity; and, 3—to practice and promote service learning. These three principles are operational in six candidate proficiencies. Assessments of the proficiencies affirm the unit's expectation that all candidates will:

- Demonstrate knowledge of content in their respective fields.
- Know and apply their knowledge of how children and adolescents learn.
- Vary instruction in order to meet the needs of all children and adolescents.
- Use technology to enhance teaching and learning.
- Impact student learning.
- Exhibit traits of professionals.

In the MAED there are four major transition points at which data is collected in order to: 1.) measure program effectives; 2.) determine adjustments in the curriculum; and 3.) ensure each MAED candidate adequately meets the minimum standard for the six proficiencies. Transition point #1 is at entry into the Graduate Program and occurs during the admissions process. Transition point #2 is at entry into the Graduate Practicum. Transition point #3 is at exit from Graduate Practicum, and Transition Point #4 is at Program follow-up.

3a.

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

1c

Understanding of and support for the mission pervade the organization.



Scholarship: Faculty in the Division of Education who teach graduate education courses also teach undergraduate education courses, have a 4 + 4 course workload in a contract year, and do not receive time for scholarship stipulated in their contracts. One Education faculty member teaches a full workload (4 + 4) of graduate classes at the main and off-campus locations. At this time in Education there is no differentiation between graduate and undergraduate faculty workload. In the institutional report to NCATE, the Division expressed its belief that scholarship should count as part of a faculty member's workload units for faculty designated as graduate faculty. This is necessary if faculty are to act as leaders in service to others, assisting them as they pursue the truth, making informed judgments, and responding to global and technical change. Education faculty have been engaged in such scholarly activity as documented research, grant activities, and publications and presentations at the local, state, national and international levels.

As in the other graduate programs, scholarly production in the Division of Education will be impacted by the addition of new graduate education faculty, and the implementation of the graduate scholarship standards in the documents cited above: "The Purpose of Graduate Programs in the University," "Graduate Faculty and Scholarship" (Faculty Handbook, 2008). The MAED program will move to the graduate workload distribution now used only in the Doctorate in Physical Therapy program when additional faculty are hired.

Master of Arts in Theology (http://www.walsh.edu/theology.htm)

2000-2002: The University's undergraduate theology program in the year 2000 was built upon the foundations laid by the Second Vatican Council, and reflected this new ecumenical understanding of the discipline. The theology program, then housed within the Humanities Division, aligned itself with the mission of the University in "educating its students to become leaders in service to others," and prepared Walsh theology majors for both further theological studies and pastoral ministry. During planning for the Master of Arts in Theology in 2002, the administration decided that the Bachelor of Art in Pastoral Ministry needed to transition to a Master's degree to better meet the developing national guidelines and diocesan needs for lay ecclesial ministry. This decision was made based on the fact that 51% nationally of those individuals assuming roles in lay ecclesial ministry had a Master's or equivalent in Theology.

2002-2009: The University's strategic planning process of 2002 provided the impetus for developing the M.A. in Theology program (MJ: Strategic Planning Efforts 2000-2010, "Unit Reports 2002 Graduate Education"). The recommendation of the planning group to President Jusseaume and the Provost, Dr. Laurence Bove, was to establish an M.A. in Pastoral Ministry with adequate budget support for resources by fall 2004. The vision statement adopted by the planning group set the lofty goal of Walsh evolving "into a center for Catholic Higher Education in northeast Ohio." In fall 2002 the President and Provost visited diocesan officials in Youngstown to ascertain how the University could be more aligned to the local diocese. It is out of this context that implementing the M.A. in Theology proceeded. It was designed with a praxis orientation to respond to the growing

4a.The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

2a.The organization realistically prepares for a future shaped by multiple societal and economic trends.



CHAPTER FIVE CONTINUED

need for articulate and professionally prepared leaders in service to Christ within the Catholic Church and other Christian ecclesial communities.

The specific mission and purpose of Walsh's graduate program in Theology is best summarized by Cardinal Paul Cordez, President of the Pontifical Council *Cor Unam*: "Ever since her foundation, a threefold mission has been entrusted to the Church: She must proclaim redemption through Christ; she must bear witness to this in her good deeds toward humanity; and she must celebrate the salvation offered through Christ in the liturgy. It is recognized that the three basic functions of the Church are essentially linked and provide the foundation for theological scholarship, reflection, and ecclesial praxis."

During the planning for the M.A. in Theology program throughout 2002 and 2003, the University followed the guidelines and procedures of the Ohio Board of Regents (OBR) Advisory Committee on Graduate Studies (RAGGS). With approval from OBR and the Higher Learning Commission, the first class for the Master of Arts in Theology matriculated in September 2004. As of April 2009 the program has graduated 12 students, with 21 still enrolled at varying stages in their courses of In 2004, in order to emphasize the importance of Theology at Walsh University, and to give it an independent identity within Walsh's academic administration, Theology was moved from the Humanities Division and received division status. The Clinical Pastoral Education track within the M.A. program was approved by the Association of Clinical Pastoral Education (ACPE); likewise, the Division became an approved instructional site for CPE and developed placement relationships with both Mercy Medical Center in Canton, and Summa Health Systems in Akron, Ohio. In 2004 the program added a B.A./M.A. track that allowed undergraduate theology majors to take some graduate courses, and to transition smoothly in the graduate theology program (http://www.walsh.edu/theology-2.htm).

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

By the fall 2008 it was evident that the M.A. in Theology program was not fulfilling the goals for which it was intended. Enrollments remained low, making it difficult to offer a predictable rotation of courses. The curriculum had become confusing, and students often needed frequent course substitutions and/or "courses by arrangement" to complete their studies. Faced with this situation the Provost sought and received the Chair's resignation in December 2008. The Dean of Instruction was asked to serve as interim Division Chair and to chair the search committee for a new Chair. This process unfolded during the spring 2009, and the new Chair of the Theology Division assumed his duties July 1, 2009 with the significant task of rebuilding the program, and enhancing the morale of the Theology faculty. The new Chair will need to conduct a comprehensive review of program admissions, courses, curriculum, and student outcomes to assure that the program is meeting the academic standards for graduate programs at Walsh University, and the pastoral needs of the diocese of Youngstown.

Assessment: Without collaboration between the Division Chair and faculty during the past three years, no effective assessment of student learning outcomes in the M.A. in Theology program could take place. The university hired two highly qualified Assistant Professors in Theology for the 2008-09 academic year in the areas of systematic theology and patristic theology who, along with the new Chair and senior faculty, will need to plan and implement an effective system of assessment. The recently hired Chair of the Theology Division, Father Patrick Manning, will represent the Division on the Faculty Program Assessment Committee and guide the Division's assessment efforts at both the graduate and undergraduate levels. The M.A. in Theology program, unlike with the other graduate programs, is presently accountable to no national external accrediting body for its assessment practices. Except for the Clinical Pastoral Education track, the M.A. in Theology program is non-accredited.

Scholarship: As enrollments in the M.A. in Theology program are not large enough to sustain full-time assignments in graduate courses, faculty teaching in the program also teach undergraduate courses. Only one faculty member receives release time for scholarship. As with the other graduate programs, scholarly production in the Theology Division will be impacted by the implementation of the graduate scholarship standards in the documents cited above: "The Purpose of Graduate Programs in the University," and "Graduate Faculty and Scholarship" (Faculty Handbook, 2008). No evidence exists that under the previous Chair discussions took place to assess the alignment of the theology faculty teaching in the graduate program with the principles in these documents. Faculty without designated graduate faculty status are subject to the same scholarship expectations in decisions about tenure and promotion as described in the <u>Faculty</u> Handbook (2008) for all undergraduate faculty.

Master of Arts in Business Administration (http://www.walsh.edu/mba.htm)

Background: In the late 1980s the Walsh College President, Brother Francis Blouin, commissioned Dr. Milan Savan to develop a graduate program to complement the undergraduate business programs. Working with humanities and business faculty Dr. Savan developed a novel program for a Master of Arts in Management (MAM) degree. In the spring of 1990 the Ohio Board of Regents (OBR) reviewed the program. Noting the uniqueness of the program, which blended management education with the humanities, OBR evaluators required additional emphasis on management education as a prerequisite for program approval. In June 1990 MAM faculty refashioned the program and a revised MAM degree program, with minor changes, was formally accepted by the OBR at its December 15, 1990 meeting. MAM accepted its first 47 student in January 1991.

Administrative responsibility for the MAM program was moved to the Chair of the newly created Division of Business and Economics in 1996 as part of a University restructuring of graduate and undergraduate program delivery. The MAM program continued to grow, but the MAM degree did not achieve the level of name recognition associated with the more common MBA degree. In response to feedback from students and industry, the division proposed changing the graduate

3c.The organization creates effective learning environments.



CHAPTER FIVE CONTINUED

management program from the MAM degree to the MBA degree. The Higher Learning Commission approved this transition and the first MBA classes were offered in the 2001 fall semester.

2001-2007: The curriculum of the MBA Program in 2001 reflected the transition from the humanities/management blend of the former MAM program. Degree requirements in 2001 were reduced from 42 credit hours to 36 credit hours and electives in the humanities were eliminated. The new MBA curriculum emphasized organizational effectiveness built around a core of traditional management related coursework. In the 2003 fall semester, the division expanded delivery of the MBA program to the School for Professional Studies site in Medina, the first off campus offering of a graduate program. The Division of Business and Economics retained academic, admissions, and curricular control, with the School for Professional Studies providing recruiting, admission processing, and registration support.

In 2005, in response to program growth and expansion, the position of MBA Director was created and staffed. In response to local market needs and with input from the business community and the Walsh University Advisory Board, the curriculum was revised to include three distinct tracks: Management, Quality Management, and Health Care Management. Enrollment in the Quality Management track did not materialize, and in 2007 this track was replaced with an Integrated Marketing Communication Track. In 2008 in preparation for seeking AACSB accreditation for the MBA program, the Division of Business, Economics and Communication became the School of Business housing the undergraduate and graduate business programs. The communication major was transferred to the Humanities Division. The University created a dean's position to administer the school, assisted by an Assistant Dean for Assessment and Curriculum, and the MBA Director.

Assessment: The Division of Business and Economics implemented its first formal assessment plan for undergraduate programs in 1996 which expanded to include the graduate program in 1998. In the early phases of assessment, graduate faculty focused on assessing broad program outcomes using indirect methods, primarily focus groups and surveys. In 2000 the Division joined the International Assembly for Collegiate Business Education (IACBE), embarking on its first step toward specialized accreditation. Initial accreditation was granted followed by reaffirmation in 2004. The IACBE assessment model required evidence of both program and student learning and was driven by an outcome-based approach. The division adopted this approach, revised its assessment plan accordingly and, until 2007, used assessment results to implement strategies to improve student learning and skill development, curriculum and other desired program outcomes.

With the University initiative in fall 2007 to seek accreditation by the Association to Advance Schools of Business (AACSB) and establish a School of Business, a team of MBA faculty has begun revising the current assessment plan to meet AACSB Assurance of Learning standards and expectations. This work continues at the time of this <u>Self-Study Report</u>.

2a.The organization realistically prepares for a future shaped by multiple societal and economic trends.

3a.The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.



Scholarship: Until recently expectations for MBA faculty scholarship were not rigorous. IACBE expectations for scholarship and standards for tenure and promotion at Walsh were not significantly different for graduate and undergraduate faculty, and differentiation between graduate and undergraduate faculty status and workload did not exist. Management faculty in the Division of Business, Economics and Communication carried 12 credit hour teaching loads each semester, allowing minimal time to produce scholarly artifacts. While encouraged and supported, the majority of faculty development activities have historically focused on activities to maintain currency in the field through attendance at conferences, workshops and professional development seminars.

The documents "The Purpose of Graduate Programs in the University," and "Graduate Faculty and Scholarship" (Faculty Handbook, 2008) have not yet significantly impacted the scholarly output of ranked faculty teaching in the MBA program. Work load adjustments needed to facilitate scholarly output are not in place. Faculty are currently subject to the same scholarship expectations in decisions about tenure and promotion as for undergraduate faculty. However, the change in institutional direction embodied in the above documents, the AACSB initiative, and the recently implemented standards for tenure and promotion, when accompanied by the anticipated work load adjustments in order to do "required research," are expected to significantly impact scholarly production in the future.

Doctor of Physical Therapy (http://www.walsh.edu/physicaltherapy.htm)

Background: In 1996 the Ohio Board of Regents (OBR) gave Walsh University the go ahead to develop a graduate program in Physical Therapy. A month after the Ohio Board of Regents site visit, the University hired a full-time chair to oversee the new Division of Physical Therapy. The University hired three additional physical therapy faculty members in January of 1997. On April 9, 1997 the Walsh University Graduate Council unanimously approved support for the Master of Science in Physical Therapy (MSPT) program. A declaration of intent to apply for accreditation of the physical therapy program through the Commission on Accreditation of Physical Therapy Programs (CAPTE) was submitted on June 30, 1997. September 12, 1997, the Ohio Board of Regents awarded final formal approval of the MSPT at Walsh and 26 students were enrolled in 1998, while the division continued working on North Central/Higher Learning Commission Accreditation. Following a self-study for CAPTE in 1999, the Division of Physical Therapy had a set -back with a notification from CAPTE that it would "withhold initial accreditation." Students from the class admitted in 1998 were able to sit for the PT licensing board exam through arrangements with Wheeling Jesuit University. On September 8, 2000, after intensified action to improve the deficient areas noted by CAPTE, a successful "Document in Support of Reconsideration" was submitted by a new Division Chair. The report described the improved curriculum, the increase from 2.9 to 5.9 full-time equivalent (FTE) for core teaching faculty, and improved administrative resources. In November of 2000 the MSPT degree program received initial probationary accreditation, followed by full accreditation status a year later in November 2001. On December 1, 2005, Walsh requested approval of a Doctor of Physical Therapy (DPT) degree program from the Ohio Board of Regents (OBR).

4a.

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

3c.

The organization creates effective learning environments.



CHAPTER FIVE CONTINUED

Authorization for the DPT degree from the OBR was achieved on June 15, 2006. In March of 2007 the Doctor of Physical Therapy Degree received final approval from the Higher Learning Commission of the North Central Association, and the MSPT degree was phased out. Walsh was also approved for a degree exchange for students who received the Master's degree between 2000 and 2007. The Bridge program was discontinued as of May 2009. The next CAPTE accreditation visit will occur in 2015.

Curriculum, **2000-2009:** In 2000 Walsh's <u>Document in Support of Reconsideration</u> clearly described the conceptual basis of the curriculum with a curriculum matrix, detailed program outcome statements, an emphasis on development of clinical problem solving abilities in its graduates, and a detailed program assessment plan. In the spring of 2002, with full CAPTE accreditation in 2001 and a sound curriculum, the Physical Therapy Division notified CAPTE of its intent to institute a change in degree to the Clinical Doctorate over a four-year planning and development cycle. The Clinical Doctorate changed the curriculum from 92 credit hours to 110 credit hours by adding additional depth and breadth of content and an additional 12 weeks of clinical experience, from 26 weeks in the MSPT to 38 weeks in the DPT.

2a.The organization realistically prepares for a future shaped by multiple societal and economic trends.

In the development process for the Clinical Doctorate program, the Physical Therapy Division worked on restructuring the Master of Science in Physical Therapy curriculum:

- to more clearly interrelate components.
- to provide greater depth and greater breadth of content.
- to sequence the foundational courses and clinical science courses from simple to complex and the course sequence in each of these areas from simple to complex.
- to strengthen the research component to enhance evidence-based practice and competent clinical decision-making by our graduates.
- to strengthen the problem-solving learning approach to enhance evidence-based practice and competent clinical decision-making by our graduates.

The Physical Therapy Division submitted its draft proposal for the DPT to the University's Graduate Council in the summer 2003. Additional needs assessment, costs and benefits analysis, detailed financial projections, and alignment of the proposal to the University's mission refined the program over the next year. Graduate Council granted final approval of the curriculum on September 4, 2004, followed by Academic Assembly approval on October 15, 2004. In March of 2007 the Doctor of Physical Therapy Degree received final approval from the program's external accrediting agencies, and the University began phasing out the MSPT degree.

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

Assessment: The Physical Therapy Division Faculty engages in a process of annual program review. The program also continues to engage in the specialized programmatic accreditation process with the Commission on Accreditation in Physical Therapy Education (CAPTE). The Physical Therapy program received full

3a.

accreditation from CAPTE in 2005 for a 10 year period. Aside from the Annual Accreditation Report (AAR), the next CAPTE Assessment will be in 2015.

The Physical Therapy Division has initiated three additional assessment processes to thoroughly evaluate our new DPT. First, on April 28-29, 2008, at its annual curriculum retreat, the division began a full DPT curriculum review which addressed items in need of immediate attention and conducted a gap analysis of the full curriculum. Over the next seven months faculty members circulated an Excel document in which they identified content in each of their courses that addresses CAPTE standards, Minimum Required Entry-Level Skills, the Guide tests and measures, and ScoreBuilders review course content. This information will be used to address content areas where redundancies exist and/or content areas that may not be sufficiently covered. Second, a student workload Excel document continues to be circulated each semester to identify types and timing of assessments (e.g., exams, practical exams, case studies, short papers, long papers, etc.). The intent of this process is to refine the workload of students within and across semesters so their workload is manageable, while testing student knowledge, skill, and mindfulness in decision-making in various modes of examination. Third, the division continues to refine benchmarks for each year of the curriculum to assure students are progressing as required. It is planning (summer 2010) an Objective Structured Clinical Examination as a first-year benchmark in the musculoskeletal sequence, formalizing the formative evaluation process of students' "Professional Portfolio" which begins in the first semester and ends in the Capstone course in the final semester. Additionally, the division is planning a thorough analysis of the four capstone experiences (professional portfolio, research project, comprehensive examination, and the final 12 week clinical experience) in the 8th semester of the curriculum (PT 736, Capstone Seminar). It has also identified that the graduate and employer surveys that were distributed during the time of the MSPT are not sufficiently addressing assessment needs and revised the surveys prior to the April 2009 graduation of our first DPT class. The division continues to refine its graduate and employer surveys to improve the curriculum.

Walsh University annually evaluates its faculty members' performance based on teaching, scholarship, and service. The Walsh Physical Therapy graduate program operates within a liberal arts institution that emphasizes excellence in teaching, followed by scholarship and service, which the institution views as equally important. Instructional effectiveness is evaluated through varied measures:

- Teaching demonstrations by applicants for faculty positions.
- First and third-year observations of new faculty by chairs.
- Reviews of student evaluations for selected courses every semester
- Grievance procedures for handling student complaints.
- Collaboration on syllabi for courses taught by different instructors in a course sequence in the graduate program.
- Assessment of student learning outcomes (common rubrics, aggregated data, annual report with division review).
- Annual review of every full-time professor by the chair including self-assessment of teaching and scholarly activity.

3b.The organization values and supports effective teaching.



CHAPTER FIVE CONTINUED

4a.

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

Scholarship: Unlike the other graduate programs at Walsh University, Physical Therapy faculty, in accordance with the document titled the "Role and Purpose of Graduate Learning, Teaching and Research in the Catholic University" (<u>Faculty Handbook</u>, 2008), are contracted to engage in six units of scholarship and 18 units of teaching to fulfill the 24 unit load requirement at Walsh University. This practice has been implemented in the DPT program, and will be gradually implemented across divisions with graduate programs.

In 2007 the Division of Physical Therapy faculty produced ten published peer reviewed articles or abstracts, four other published articles, ten presentations (e.g. platform, poster, invited, etc.), two other scholarly products disseminated, and 12 papers/proposals for presentation submitted but not yet accepted. The Division is gradually working into Grants and Federal Programs with one funded grant for \$22,578.00 in 2007.

Graduate Culture – Present (http://www.walsh.edu/graduate.htm):

Walsh University began as a values-based liberal arts college with a focus on the undergraduate academic majors in education, business administration and pre-professional programs in dentistry, medicine and law. Today Walsh University has 2,800 students enrolled in 50 undergraduate majors and five graduate programs. Walsh University has experienced a great deal of this growth in the past three to four years at both the graduate and the undergraduate levels. This growth has impacted the graduate programs necessitating the development of a more formalized structure for graduate education. Graduate education at Walsh University is coming of age and as such is experiencing a transition from graduate programs isolated in their academic divisions towards a more unified organization, with the eventual goal of all graduate programs being housed in a Graduate School. All of the graduate programs are unified in their support of the mission of the University. In the Graduate Catalog (2009-10) the sections for each of the graduate programs affirms this commitment.

Walsh University currently offers graduate education in five areas:

- MBA in Business Administration.
- MA in Counseling and Human development.
- MA in Education.
- MA in Theology.
- Doctorate of Physical Therapy.

All programs are accredited by the Ohio Board of Regents and the Higher Learning Commission. The MBA program is currently transitioning from IACBE accreditation standards and will seek AACSB accreditation. The Clinical Pastoral Education track within the M.A. Theology program is approved by the Association of Clinical Pastoral Education (ACPE), but in the absence of a national accrediting body for such programs, the graduate program in Theology is not nationally accredited. The graduate programs in Physical Therapy, Counseling and Human Development, and Education are all nationally accredited by their respective professional associations: CAPTE, CACREP, and NCATE.



The University has received approval from the Ohio Board of Regents to add programs leading to the Doctorate in Nursing Practice (DNP) and the Master of Science in Nursing (MSN), and is seeking approval for those programs from the Higher Learning Commission as part of this Self-Study. Implementation is anticipated beginning in the 2010-2011 academic year.

As graduate programming continues to grow, a more encompassing structure to oversee graduate education is needed, and the addition of graduate programs should reflect national, international and local needs in order to be responsive to a changing society. Currently 58% of graduate students nationwide are women; however, 57% of the enrollment in business programs is male while 74% of students enrolled in education graduate programs are female. While trends are changing, there is a higher proportion of women in education, health sciences and behavioral sciences with males gravitating towards the physical sciences and engineering. The number of minority students enrolled in graduate education has also increased to approximately 25%. African Americans and Latinos are most likely to enroll in graduate programs in education, followed by business and the social sciences. Asian American students are found in much higher percentages in the physical sciences and engineering. International students comprise approximately 10% of all graduate students with 50% of these students enrolled in engineering, math and physical/biological sciences.

As more women and minorities enroll in graduate education, societal trends in program offerings may shift. Health Sciences graduate programs, which are 75% female, are the fastest growing fields of graduate study, with enrollment increasing an average of 4% per year. In comparison, enrollments in engineering and the physical sciences are declining.

Some other specific high demand master's programs include international studies, sports administration, kinesiology and educational counseling. The MBA is considered a solid, consistently popular program which often forms the foundation of graduate programming.

When evaluating current and proposed graduate program offerings at Walsh University in light of national trends, it is clear that the University has and continues to respond to societal needs. Walsh offers graduate degrees in business, education, and counseling. While theology is not a program that enrolls large numbers of students nationwide, it embodies the mission of Walsh University and is an asset to graduate programming. Walsh's commitment to serving others is further evident in the DPT program and the development of the MSN and DNP programs at Walsh University. The need for health care graduate programs is clearly documented.

Another area of discussion in regard to graduate programming is the mode of delivery of the curriculum. Current trends in graduate education strongly illustrate the interest in and need for forms of distance learning. A large number of master's and doctoral degree programs are online, opening up enrollment to students across the country as well as internationally. While Walsh University has not offered course work via distance learning, the technology infrastructure is being developed so that the MSN program will utilize various distance learning methods to deliver

2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

5a.

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.



CHAPTER FIVE CONTINUED

1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

the curriculum. The interest, initial resources, and administrative support are in place for the implementation of distance learning across graduate programming.

Walsh University has shown commitment to graduate education by establishing the position of Director of Graduate Studies and supporting existing and future graduate programming. While the Director of Graduate Studies is beginning his second year at Walsh University, several changes have been implemented.

Areas being developed at this time include solidifying a graduate administrative structure and developing policies to govern graduate education and ensure the academic rigor of graduate education. The current graduate structure includes the following:

- Director of Graduate Studies: The Director of Graduate Studies serves as an advocate and coordinator of graduate programs. In collaboration with the Provost and Chief Academic Officer, the Director is responsible for oversight, direction, policy and procedure development, and regulation of graduate programs. This position is expected to transition to a Dean of Graduate Studies in the summer of 2010.
- Graduate Council: It is the responsibility of the Graduate Council to consider proposals and prepare recommendations for Academic Assembly concerning (1.) changes in specific degree programs initiated by departments or divisions, (2.) new graduate degree programs and the addition of new courses which may impinge on existing curricula, (3.) standards for admission, advancement to candidacy, suspension, dismissal, and readmission of students, and (4.) policies on the evaluation of instruction and other matters related to overall quality and effectiveness of graduate degree programs.
- Graduate Council Standing Committees:
 - o Graduate Curriculum Committee (GCC): The GCC is a legislative committee of the faculty that recommends policy and procedures regarding generally accepted minimal standards for graduate education at Walsh University.
 - o Graduate Standing Committee (GSC): The GSC is a legislative committee of the faculty that provides a level of quality control to assure rigor in graduate faculty appointments and due diligence in graduate student selection, retention, and degree conferral at Walsh University, including the main campus and existing and/or proposed international sites.
- Graduate Culture Committee: The Graduate Culture Committee was developed as a subcommittee supporting the current Self-Study. The goal of this committee is to determine the essential and fundamental characteristics of the graduate culture at Walsh University for the November 2009 HLC site visit, and beyond. The charge of this committee was to evaluate the state of graduate education at the University, and to establish a blueprint for the future.



Policies common to all of the graduate programs now in place include:

- Admission policies.
- Transfer policy.
- Leave of absence policy.
- Academic standards for progression.
- Academic dismissal policy.
- Grading policies.
- Withdrawal policy.
- Academic appeal policy.
- Graduation requirements.

Several policies still need to be developed through the governance structures for graduate programs. These include:

- Review and approval of graduate courses and programs.
- Distance Learning policy.
- Disciplinary dismissal policy.
- Categories of graduate faculty membership.
- Criteria for graduate faculty status.
- Graduate faculty workload implementation.

In accordance with "The Purpose of Graduate Learning, Teaching, and Research in the Catholic University" (Faculty Handbook, 2008), and the presupposition that graduate education is substantively different from undergraduate education at Walsh University, the Graduate Culture Committee initiated and completed a survey of faculty and students on the perceptions of difference between undergraduate and graduate studies in relation to teaching, scholarship, the role of students, and the role of faculty members. The committee sent approximately 796 surveys via email or distributed by faculty to graduate faculty members and students and undergraduate faculty members and students. The completed survey return rate was 25% (n=199) with 128 graduate students, 49 undergraduate students, and 22 faculty members. The complete survey results can be found in the appendices to this Self-Study Report (AP#24: Graduate Student Survey Fall 2009).

Overall, the survey indicated that it is the expectation that graduate students be held to a higher academic standard than undergraduates; that graduate students be professional, experienced, and knowledgeable; that graduate courses be more rigorous and challenging; that graduate faculty have in-depth knowledge and experience in their fields of study; that graduate faculty should serve as professional role models and mentors who interact with their students in a supportive and approachable manner; that graduate pedagogy be qualitatively different from undergraduate pedagogy with an emphasis on "hands-on" or "active learning" approaches.

Additionally, the survey indicated that students are concerned about inadequate financial assistance for graduate students in need.

2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.



Evaluative Summary of Graduate Studies to Date

Walsh University has had graduate programs since 1981 and currently has four Master's degree programs and one professional doctorate degree program, all of which are approved and accredited. A Master of Science in Nursing with two tracks and a Doctor of Nursing Practice program have completed the University's approval process and that of the Ohio Board of Regents. Approval by the Higher Learning Commission is pending as part of its accreditation visit in November 2009. Likewise, a Master's degree program in the Division of Social and Behavioral Sciences is under evaluation. As this <u>Self-Study Report</u> has documented, over the past few years Walsh University has grown significantly in fulfillment of its service mission and has developed a vision for a graduate school. A graduate culture is beginning to emerge with initiatives such as common graduate policies and procedures, the restructuring of the graduate catalog, refining the governance processes between academic affairs and graduate council, and instituting guiding documents that make a clear distinction between graduate and undergraduate programs in regard to teaching and scholarship.

Although the Graduate Council and individual programs continued to function in the late 1990s, it was not until the hiring of President Richard Jusseaume in 2001 that the graduate programs once again began to receive support and grow, with coordinated marketing and recruitment initiatives. In July 2004 a significant resurgence began under the tutelage of Dr. Laurence Bove, Provost and Vice-President for Academic Affairs. Progress was made in the development of graduate programs, policies, and procedures from 2004-2006, with even greater strides made over the past two years.

The history of graduate programs at Walsh prior to 2001 describes a series of starts and stops that resulted in the inability to gain the traction needed to develop a graduate school. A significant pause in the development of graduate programs occurred in 1996 with the University moving to a divisional structure and the decision not to replace the Dean of Graduate Studies who retired in 1995. Graduate Council minutes from that time period reflect initiatives that began but were delayed, tabled indefinitely, or lost due to competing obligations of the leadership. Likewise, some policies were discussed, refined, and/or approved, yet not regulated or not disseminated frequently enough for compliance. This was partially due to graduate programs developing in isolation as divisions were focused on their own priorities. The result was an underdeveloped graduate infrastructure. In spite of these infrastructure limitations, the assessment procedures in programs accredited by their national professional associations (NCATE, CACREP, and CAPTE) are of exceptional quality.



Now with renewed administrative and faculty support, the necessary institutional and academic policies and processes to sustain effective graduate education into the future are coming to fruition. Nonetheless, the procurement of financial resources and competing demands for funding to develop the graduate school in this time of economic recession continues to be a challenge.

With the implementation of the graduate workload requirement (3 units of teaching to one unit of required research; 18:6 for full workload) and the "Expectations Regarding Graduate Faculty Scholarship" (approved by the Academic Assembly September 2007), each graduate faculty member is required to have a scholarly plan and timeline that contributes to the knowledge in his or her field of expertise and is assessed by his or her Division Chair. The graduate workload is fully implemented in Physical Therapy and close to full implementation in Counseling. A gradual implementation of these policies is needed in Business, Education, and Theology to assure appropriate resources are in place to support the scholarship requirements. Also, the Director of Graduate Studies and the Graduate Standing Committee of Graduate Council are currently refining the designations of graduate faculty standing and the Division Chairs will soon be required to formally submit their faculty members for graduate standing. In accordance with the expectations of graduate faculty at Walsh, graduate faculty members must serve as role models in the continued advancement of knowledge, and provide evidence for the efficacy The Division of Physical Therapy has demonstrated this by fully implementing graduate scholarship requirements. It is the University's goal, as iterated by Dr. Bove in his report to the Graduate Council on March 26, 2007, that the graduate programs will function as a community of scholars, learners, and practitioners who can use their skills to improve the community and the common good.

The current graduate culture at Walsh is dedicated to educating students for specialized professional roles as leaders in service to others through a values-based graduate education. The core values expressed in each program's mission demonstrate a commitment to: Judeo-Christian ideals in professional practices; specialized knowledge and skill gained through academic excellence; servant leadership in roles of large responsibility; respect for the dignity of all people; and the critical importance of an ethical and moral commitment to the common good. The faculty's belief in graduate education being distinctly different from undergraduate education in rigor, depth of knowledge and independent application, and commitment to students as protégés embodies the graduate culture at Walsh even as the coordinated infrastructure continues to develop.

Walsh University Graduate Culture-The Future

The mission of Walsh University's Graduate programs is to provide post-baccalaureate programs that evidence the University's mission and embody the charism of the Brothers of Christian Instruction. Walsh University, in spite of the challenges posed by a time of economic recession and major changes in the State of Ohio's regulation of higher education, and because of sound financial management and effective leadership from the current Board, President, and Vice-Presidents, is prepared to provide such programs. Likewise, Walsh has done an excellent job of hiring and retaining individuals who are a good fit to its mission. Graduate faculty members have a strong commitment to excellence in education, and service to the community. The camaraderie in support of the University, students, and community is prevalent in conversations in the hallways, at graduate council meetings, and at committee meetings. The mission focus of the graduate programs should mesh well for a symbiotic relationship with the "University System"



CHAPTER FIVE CONTINUED

1c.

Understanding of and support for the mission pervade the organization.

2b.

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

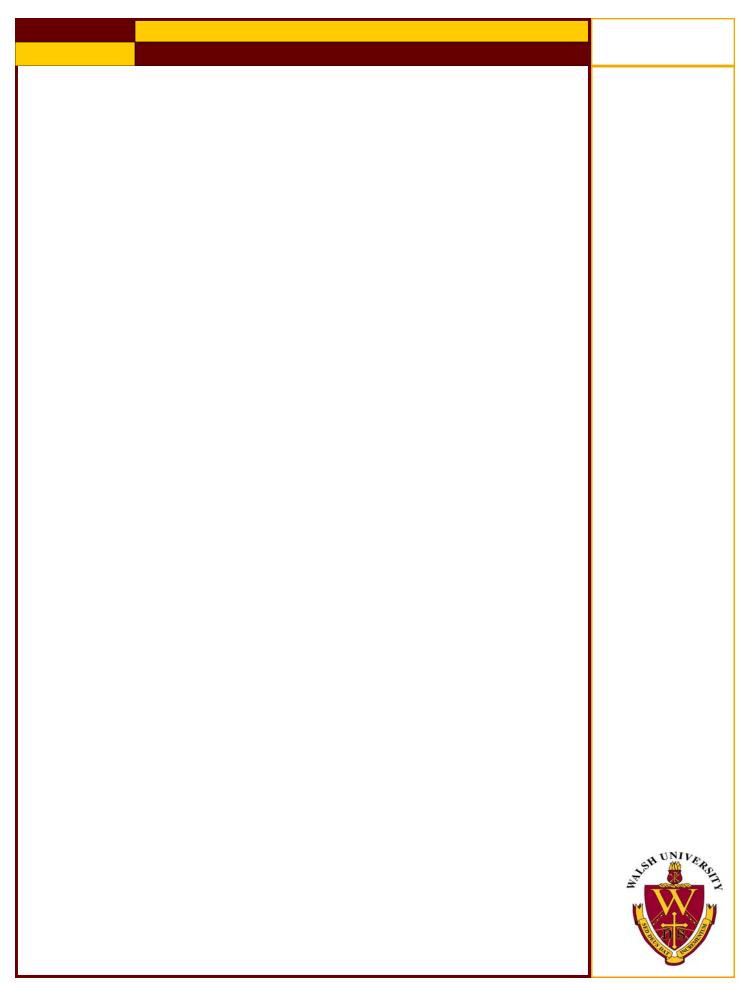
of Ohio" instituted by the Ohio Board of Regents in its 2008-2017 strategic plan for public institutions. Walsh faculty and administrators are very supportive of efforts to move the graduate programs forward and to develop a graduate school that supports students, programs, and faculty needs. Yet caution in dedicating financial resources to establishing a graduate school during tough economic times has slowed progress, but not commitment, which is apparent in moving forward internal approvals for additional graduate degree programs (e.g. MSN, DNP) and setting graduate academic program priorities for long term growth (e.g. defining graduate workload standards and determining graduate faculty status). With a budget for a graduate school to be allocated in the 2010-2011 fiscal year the infrastructure for a graduate school will make steady progress over the next few years.



Dr. Michael Petrochuk, Director of the University's Master's of Business Administration Program.

The School of Graduate Studies will serve as the primary advocate and coordinator of all graduate programs at Walsh University. The responsibilities of the graduate school will focus on leadership, management, and support of all graduate programs which may include but not be limited to providing a vision that will adapt to the unique circumstances of specific programs, and serve the mission of the University, while establishing direction relative to policy, strategic planning, goals, and scholarship will ultimately promote excellence in graduate studies. The proposed School of Graduate Studies will also provide support to graduate programs in attainment of accreditation and goals, support for research and scholarly endeavors, and assist in procurement of financial support for programs, faculty, and students. The level of support will be commensurate with the needs of the division, school, or program. Leadership of the School of Graduate Studies will be charged to the Dean of Graduate Studies, currently the Director of Graduate Studies, who will work with deans, division chairs, and program directors to provide a unified vision for Walsh University in the area of graduate education.





CHAPTER SIX Summary of Conclusions

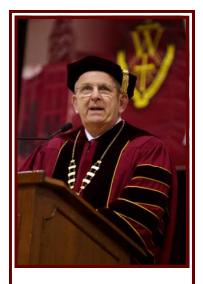
Summary of Institutional Strengths and Challenges Emerging from the Self-Study Process, 2007-2009:

The Self-Study process Walsh University conducted between May 2007 and August 2009 engaged the efforts of over fifty members of the faculty, professional staff, and administration either as members of the various sub-committees, or contributing to their work. In addition the Accreditation Task Force reported regularly on the progress of the Self-Study. In May 2009 draft copies of the report were posted electronically in public folders, and forums were held at which any member of the University community could comment on matters of fact or interpretation in the report. Thus the reports of the various Self-Study sub-committees submitted to the Self-Study Coordinator in June 2009 provided a comprehensive evaluation of the University's strengths and continuing challenges since 2000. These include:

STRENGTHS

1. **Leadership:** The significant growth at Walsh University over the past nine years in almost every facet of its operations—enrollments, graduate and undergraduate academic programs, faculty and staff, financial resources, and physical facilities—could not have occurred without effective leadership. To the extent there is truth in Ralph Waldo Emerson's dictum that "an institution is the lengthened shadow of one man," the driving force behind the recent transformation of the University has been Richard Jusseaume, who assumed his presidency in 2001 following the sudden death of his predecessor, Kenneth Hamilton.

As a Walsh graduate, as the Dean of Students on two different occasions, as a member of the Board of Directors, and as CEO of an international corporation, Graphic Enterprises, Inc., with extensive connections to the Greater Canton business community, Mr. Jusseaume was uniquely suited to guide Walsh at that time. The vision which President Jusseaume has imparted to faculty and staff, board members and community supporters, has been both consistent and effective, and has been clearly articulated and reaffirmed at the beginning of each academic year in his opening day State of the University Addresses (RR). The vision for Walsh University laid out in these addresses has



President Richard Jusseaume

been already referenced in Chapter One of this <u>Self-Study Report</u> in the section titled "Significant Changes at Walsh University: 2000-01 through 2008-09." The essence of that vision is captured in the phrase, "a Catholic University of Distinction," language first articulated in 2005 by the University's current Provost and Vice-President for



CHAPTER SIX CONTINUED

Academic Affairs, Dr. Laurence Bove, and often repeated since then. The current <u>Self-Study Report</u> documents that this is a widely shared and enduring vision. The University's recent achievements in all its major areas of operation (Academic Affairs—Laurence Bove; Enrollment Management—Brett Freshour; Financial Affairs—Phil Daniels; Student Affairs—Dale Howard; and Advancement—Bridget Neisel) are testimony to this truth. The senior administration maintains a close working relationship with an active, engaged, and committed Board of Directors. The Key Performance Indicators provided in a supplement to the <u>Self-Study Report</u> provides graphic evidence of the effectiveness of the University's leadership in recent years regarding financial (13 consecutive years of balanced budgets) and resource management, and growth in enrollments.

- 2. Commitment of Faculty and Staff to the Mission and the Future of the University: As documented in the chapters on "Articulating the University's Distinctiveness," and "Enhancing Collaboration across the University Community," not only does the University engage in initiatives to make sure faculty and staff understand the historical mission of the founding order, but faculty and staff, whether Catholic or non-Catholic, in turn embody that mission in a wide range of academic, extra-curricular, and community outreach programs.
- 3. Strategic Planning that is Collaborative and Forward Looking: The process begun in 2006 that resulted in the current Strategic Plan, 2007-10, considered input from every constituency of the University through numerous Focus Groups and special Presidential Task Forces. It was vetted by the Program Assessment and Review Committee (PARC), and approved by the President and the Board of Directors. Progress on the goals of the plan is evaluated yearly and a report submitted to the Board. All of the goals in the 2007-2010 plan have either been achieved, are in the process of being addressed, or are noted below as remaining challenges. The current Self-Study Report, itself the result of extensive collaboration, will serve as the basis for the next round of strategic planning.
- 4. Nationally Accredited Programs: The University has sought and will continue to seek subject area accreditation from national accrediting bodies. Currently programs in the Division of Education are accredited by the National Council of Accreditation for Teacher Education (NCATE); programs in Nursing by the National League for Nursing Accreditation Commission (NLNAC); the program in Physical Therapy by the Commission on Accreditation in Physical Therapy Education (CAPTE); programs in Counseling and Human Development by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The School of Business has begun the rigorous process leading to accreditation by the Association to Advance Collegiate Schools of Business (AACSB).



- **5. Global Learning:** As referenced throughout the <u>Self-Study Report</u> the University has committed the human, financial, and physical resources to develop its Global Learning programs in Italy and Africa in fulfilling its mission to provide "a values-based education with an international perspective in the Judeo-Christian tradition."
- 6. Community Service: As described in the chapters on "Improved Learning," "Distinctiveness," and "Collaboration," whether through the Service Learning requirement in the General Education Program or through numerous community out-reach programs supported by the units in Academic and Student Affairs, Walsh University "is dedicated to educating its students to become leaders in service to others." University faculty, staff, and administrators model this service for students. Service is a consideration in the faculty evaluation process.
- 7. Academic Support Services: In keeping with the mission of the Brothers of Christian Instruction to educate the children of the working class, a significant percentage of Walsh's first year students are of the first generation in their families to attend college. Walsh does not strive to be an elitist institution. Many incoming students and beyond need support at some point, academically, socially, and/ or emotionally. Whether through its Structured Education Program (SEP) for academically at risk students, through the tutoring services of the Academic Support Center, through the work of the Director of Academic Achievement in monitoring students on academic probation, through the mentoring of professional or faculty advisors, through learning communities for minority students, through the CARe Team and other interventionist strategies within Student Affairs, or through Counseling Services, the University has created a supportive environment that gives every student an opportunity to succeed.
- 8. Faculty Development Support: While significant increases in full-time faculty in recent years have challenged the University's ability to provide adequate support for scholarship and faculty development, it has consistently raised budgets and expanded opportunities to encourage faculty to be engaged as life-long learners. It supports engagement with scholarship through the Faculty Development Fund, through sabbaticals, and through the Faculty Scholar Program, although sabbatical leave remains an underutilized scholarship or faculty development opportunity on the part of faculty as in only two of the past ten years has the full complement of sabbaticals been It supports a program of Faculty Forums each academic awarded. year planned and conducted by faculty for faculty, and has funded a Faculty Learning Communities Program that in its first year brought over 30 members of the faculty and professional staff into dialogue regarding issues of pedagogy and the University's Catholic Intellectual Tradition. Through the Legacy and Leadership Groups, it educates faculty about Walsh's mission and the mission of its founding order.



CHAPTER SIX CONTINUED

- 9. Honors Program: The Honors Program at Walsh University sets a high standard for both students and faculty for academic excellence and rigor. It creates learning environments in which Honors students are taught how to and are expected to function as scholars. Demonstrations of scholarship are required in the Junior Honors Project and the Senior Honors Thesis. Through Walsh's affiliation with the National Collegiate Honors Council, Honors students are provided an opportunity to present their scholarly and creative work to a national audience. Team teaching in the program brings faculty together in collaborative efforts, and embodies the program's emphasis on interdisciplinary and cross-disciplinary studies.
- **10. Faculty Evaluation/Tenure and Promotion Policies:** Full-time ranked faculty at Walsh University undergo regular and in-depth review (involving peers, Division Chairs, Deans, the Provost, the President, and, for tenure, the Board of Directors) of their performance in the areas of Teaching, Scholarship, Service and Mission. The University's current program of evaluation of faculty for decisions about renewal or non-renewal, tenure, and promotion are much more rigorous than they were in 2000. Faculty are required to assemble career portfolios in their 1st, 3rd, and 6th years of hire, and in any year involving decisions about tenure and/or promotion. All portfolios beyond the 1st year go before the Committee on Faculty Retention, Tenure and Promotion. Scholarship requirements have been and continue to be clarified. Promotion to the rank of Full-Professor is no longer a reward for years of service.

CHALLENGES

The two-year self-evaluation suggests that Walsh University strategic planning initiatives over the next few years should address:

1. Faculty Salaries and Workload: The comparative data collected during the Self-Study documents that faculty salaries are still low. Faculty salaries were a concern of the North Central Association's 2000 site-team, and, as documented in "Background" chapter of the current Self-Study Report, the position of Walsh University relative to institutions in its typical cohort has not changed. To earn extra income, many faculty seek additional remuneration with supplemental administrative contracts and/or regularly teach a significant number of overload sections during the fall, spring, and summer sessions, either on the main campus or through the School for Professional Studies (SPS). Taking on supplemental work impacts the time available to engage in scholarship, and the willingness of many faculty to support or participate in divisional or University initiatives. Faculty who are not just teaching their classes and do produce consistent scholarship and engage in significant service on University task forces and committees see little or no difference in compensation. The issue of faculty salaries needs to be addressed in the context of the University's overall



workload and reward systems. The development of a post-tenure review system that considers, encourages, and rewards sustained excellent performance over a career should be an important part of addressing this issue.

- 2. Assessment of Student Learning Outcomes: The Self-Study Report documents a number of initiatives the University has begun in the past two years to create a culture of assessment beyond the programs that answer to external accrediting agencies. The appropriate human and financial resources need to be committed to bring these efforts to The resignation of Walsh University's first Director of Assessment after two years was in part a reaction to the resistance by faculty to take assessment seriously. It is a position the University needs to fill with someone who has both the expertise and leadership skills to negotiate the landscape of academia. Since successful assessment is a labor intensive activity, expectations of faculty regarding assessment cannot be isolated from the issues related to faculty salaries and workload. The Assessment Retreat conducted in July 2009 was an important step in developing a culture of assessment beyond the University's accredited programs where, by necessity, it has been very strong.
- 3. General Education Program: The reforms to the University's General Education Program implemented in 2005 have established a curriculum framework within which to sequence courses towards identifiable and assessable program learning outcomes, and to map those sequences for students and academic advisors so that the result is a coherent and meaningful experience rather than a loose collection of required courses to get out of the way. Integration of the curriculum and assessment of the program's approved Student Learning Outcomes remain challenges. In meeting these challenges, institutional support for the work of the Director of General Education is vital. The University appointed its first Director of General Education in January 2008. Lack of progress towards achieving the goals of program integration and assessment resulted in a change in directorship at the end of the 2008-09 academic year. It is problematic whether a one-fourth time assignment with minimal secretarial support is a sufficient commitment of resources to realize the vision for the program imagined by the General Education Revision Task Force (GERTF) during its planning between 2001 and 2005. While General Education is still central to the undergraduate experience of Walsh Students, realizing its full potential remains a work in progress.
- 4. Institutional Research: In 2003 Walsh University discontinued the Office of Institutional Research. The implications of doing so became fully apparent only during the Self-Study process. The work of each of the accreditation sub-committee chairs and the Self-Study Coordinator in locating or creating statistical data on a range of issues was made more difficult without a central office with the assigned responsibility to conduct such research. The creation of an Office of Institutional



CHAPTER SIX CONTINUED

research. The creation of an Office of Institutional Research would facilitate the ongoing reporting requirements of the University's accredited programs, conduct research needed to support grant applications, help meet the compliance requirements of the state and federal government and the needs of national agencies who regularly collect and report comparative data on America's colleges and universities. Walsh University employs a robust set of surveys to collect student, faculty, and staff data and other information related to its operations, but it is not always clear how the results of surveys and institutional productivity data are used to inform planning and decision making at the institutional and program levels.

- 5. Debt Carried by the University: With careful financial planning Walsh University has balanced its budget for 13 consecutive years. With only a small but consistently growing endowment, and even with significant financial support from the Greater Stark County Community through gifts and an annual campaign, Walsh remains dependent on revenues from tuition, room, and board to meet its operational expenses and to service its debt. As noted in the section on the Board of Directors in the chapter on "Enhancing Collaboration," by far the greatest single concern of the Board is the long-term debt of the institution. The debt carried by the University in fiscal year 2008-09 totaled \$34 million. The University's current endowment is currently The Board of Directors has exercised its due just under \$8 million. diligence in monitoring the financial health of the University; nevertheless, managing the finances of a primarily tuition-supported University in tough economic times with a significant imbalance between endowment and debt is an ongoing challenge.
- 6. Governance—University Senate: As noted in the chapter on "Enhancing Collaboration," Walsh's University Senate has met only sporadically since 2000, and not at all in recent years. Since the University Senate was intended to function as the major governance body of all internal constituencies, the ability of the University to function without it raises questions about its necessity, and, if it continues not to meet, whether all of its constituencies can still have an effective voice in University governance, especially the voices of support and professional staff, without it.
- 7. **Diversity:** As noted in the Diversity section of the "Distinctiveness" chapter, while Walsh has stated its commitment to becoming "a diverse community" in its "Statement of Identity," and speaks to embracing diversity in Goal 5 of its current Strategic Plan, the demographics of its student body remains predominantly white/non-Hispanic. The recruitment of minority students to the University's main campus has been and remains a challenge.



8. The Scholarship of Teaching and Learning: As discussed in the Chapter on "Improved Learning," faculty at Walsh University have traditionally pursued scholarship primarily in their subject disciplines, and not in the pedagogy of teaching. Since at least fifty percent of any faculty member's evaluation is connected to teaching, recent University efforts to engage faculty with the Scholarship of Teaching and Learning (Faculty Learning Communities, May Days Faculty Development Workshops, Faculty Forums, and support for travel to professional conferences on teaching and learning) should continue.

Since Assessment is also a continuing challenge for the non-accredited programs of the University, and since judgments about effective teaching need to arise from methods of effective assessment, supporting faculty engagement with the Scholarship of Teaching and Learning will also benefit the institution's assessment efforts.

- 9. Division of Theology: Walsh University has declared its goal of becoming a Catholic University of distinction. As such the role of the Division of Theology, the development of its graduate and undergraduate programs in theological and pastoral studies that can attract more students, and the centrality of theological studies in the General Education curriculum, need to be ongoing concerns. The establishment of Theology as a separate division was meant to be a first step in addressing these concerns. The challenge to the new Chair of the Theology Division will be to continue progress towards making the Division what it should be at a Catholic University, a flagship division that will help Walsh University evolve into a center for Catholic Higher education in northeastern Ohio.
- **10. Adjunct Faculty:** Embedded into the nature of the University's dependence on a large number of adjunct faculty is the challenge of their being fully integrated into the community. Given their numbers, the frequency or infrequency with which they teach, their motives for seeking adjunct employment, and differing long-range goals as teachers in higher education, among adjunct faculty there will always be a wide-range in their commitment to and their expectations from the University. While the University should continue to invite adjuncts to many campus-wide events, and should keep adjunct stipends competitive with regional institutions, strategic planning should also consider designated office space where adjuncts can meet with students, should establish some systematic processes for orienting adjunct faculty to the scholarship of teaching and learning, and should provide additional faculty development regarding University standards for effective teaching. Currently the University's academic divisions vary considerably in their efforts to include adjunct faculty in division meetings and social activities. Since creating place-connectedness to the University with this cohort is most likely to take place at the division level, the University should encourage, and provide resources to support, divisional initiatives.



CHAPTER SEVEN Federal Compliance

CHAPTER SEVEN CONTINUED

Federal Compliance Section—HLC Self-Study, Sept. 2009

Walsh University considers it vital to its integrity to offer mission-related services in higher education, to communicate with constituencies accurately and fully, to follow established policies, and to comply with the Federal Compliance Program of The Higher Learning Commission of the North Central Association. Specifics regarding compliance follow.

Credits, Program Length, and Tuition

Course credit is awarded at Walsh in semester hours as recorded in official academic documents and reflected on official transcripts.

Three-semester-hour courses meet three times per week for 60 minutes each, typically for 15 weeks in the fall and spring semesters, including breaks and final examinations. Accelerated courses meet for 2-5 weeks in the undergraduate SPS program or for 8 weeks in graduate programs or in the summer's varied calendar, fulfilling comparable contact hours and covering comparable material. Immersion courses offered through Global Learning follow standardized syllabi and enrich classroom instruction with extensive, orchestrated field trips.

Undergraduate:	15 weeks, classes 60 minutes, 3 times a week; or 90 minutes, 2 times a week
SPS Undergraduate:	5-8 weeks, classes 3-4 hours long per week, one night per week
Summer Sessions:	3-8 weeks, undergraduate classes ranging from 8-20 hours per week; graduate classes of 4 hours per week and one 4-8 hour Saturday
Global Learning:	2-8 weeks, classes on weekday mornings, field trips afternoons and weekends
Graduate:	15 weeks, classes 3 hours per week 8 weeks, classes 4 hours with one 4-8 hour Saturday session per course

Program length for undergraduate and graduate programs is consistent with that of peer institutions and widely accepted good practice. A Walsh associate degree requires 60 semester hours; a Walsh baccalaureate degree requires 125 hours (124 for SPS), although professional courses of study in education, healthcare, and business frequently take baccalaureate degrees beyond 125. The university-wide reduction from 130 hours occurred in 2007-08. The minimum number of hours for a master's degree is 36-60 hours, and 111 for the doctorate in physical therapy. A division seeking to create or eliminate a major or minor or significantly change either must petition the Instruction and Academic Policies Committee, observing IAP Procedural Guidelines and then passing through normal governance process. The guidelines and a sample proposal are in the resource room.

Details about credits, program length, degree requirements, and suggested degree completion plans are published in the annual university bulletins and are available on the Walsh website. Students may access their permanent academic records online, viewing courses, grades, semester and cumulative grade point averages, majors, minors and degrees conferred.



Federal Compliance

CHAPTER SEVEN CONTINUED

Student tuition and fees are established annually by the university and approved by the Board of Directors, who are unfailingly mindful of the founding mission to provide access to higher education for children of the working class. Walsh regularly reviews its charges relative to neighboring institutions and seeks to maintain its affordability while assuring quality resources and opportunities, as illustrated below.

COST COMPARISON: 2008-09 INCREASE IN TOTAL COSTS
AT VARIOUS OHIO COLLEGES AND UNIVERSITIES

INSTITUTION	TOTAL COST 2008	DOLLAR INCREASE	RANKING DOLLAR INCREASE	PERCENTAGE INCREASE	RANKING PERCENT INCREASE	TOTAL COST 2009
Muskingum	\$ 25,325	\$ 1,305	13	5.15%	8	\$ 26,630
Malone	25,470	1,380	12	5.42%	6	26,850
WALSH	26,330	1,480	9	5.62%	5	27,810
Heidelberg Notre Dame	26,520	1,540	6	5.81%	4	28,060
(Ohio)	28,144	1,834	2	6.51%	1	29,978
Mount Union	28,750	1,420	11	4.94%	10	30,170
Ohio Dominican Baldwin-	28,994	1,736	4	5.99%	2	30,730
Wallace	29,762	1,490	8	5.01%	9	31,252
Findlay	31,916	1,060	15	3.32%	15	32,976
Ashland	31,380	1,838	1	5.86%	3	33,218
Otterbein	32,214	1,566	5	4.86%	11	33,780
Hiram	32,865	1,125	14	3.42%	14	33,990
Capital	33,380	1,450	10	4.34%	12	34,830
U of Dayton	34,849	681	16	1.95%	16	35,530
John Carroll	34,224	1,800	3	5.17%	7	36,024
Ohio Northern	37,155	1,500	7	4.04%	13	38,655
AVERAGE	\$ 30,455	\$1,450		4.76%		\$31,905



Total cost includes undergraduate tuition, room & board, and general fees. Does not include cost of books, other course fees, or health coverage.

The cost does not include any reduction due to discounting in tuition, which could range from 30% to 50% in advertised tuition price.

CHAPTER SEVEN CONTINUED

The chart below shows the history of tuition charges at Walsh.

	2005-06	2006-07	2007-08	2008-09	2009-2010
Undergraduate Tuition (semester12-18 semester hours)	\$8,000	\$8,575	\$9,150	\$9,695	\$10,275
SPS Tuition (per semester hour)	\$365	\$375	\$385	\$395	\$405
Graduate Tuition (per semester hour)	\$495	\$495	\$515	\$525	\$535

Physical therapy doctoral students are charged a comprehensive rate since they progress in lockstep cohorts-- \$9,115 each semester in 2009-10 for 3 semesters/ year. The chart below compares Walsh costs and fees with those of competitive schools. Charges sometimes vary according to increased cost of delivery or market rates or direct relation to university mission. For example, the initial per-hour rate in 09-10 for SPS online courses is \$555; on the other hand, students in the MAED program at Kisubi are not charged tuition. Fees for all students are minimal: \$23 per credit hour for undergraduates in 2009-10 and rare fees for graduate students.

<u>University</u>	Walsh	Sacred	University of	University of University		sity of
	(2)	Heart	Indianapolis	of Dayton	Tole	edo
Private/Public		Private	Private	Private	Public (resident)	Non- resident
Credit Hours	110	107	115	117	92	
Total Semesters	8	6	8	8	8	
Tuition/Credit Hour	700	701	600	410		
Tuition/Semester	9625	12,500	8,625	6,000	4,914	9,319.80
Tuition/Year		25,000	26,025	23,175	12,890	29,385
Total Tuition	77,000	75,000	69,000	48,000	31,366	71,478
General Fees/Curriculum	360		\$250		4,454	4454
Health Insurance/ curriculum		1,050			3,165	3165
Technology Fees/ curriculum					906	906
Telephone Interview source:	admissions	DPT student	First hand experience	admissions	admissions	
Tuition and Fees/Year				25,950		
Tuition/Semester				7,300		
Semester 1		25,000				
Semester 2		26,500				
Semester 3		27,250				
Curriculum Total		78,750		58,400		
Books/Semester		800- 2000				
Estimated Total Tuition & Fees Excluding Health						
Insurance	77,360	78,750	69,250	58,400	36,726	76,838

Information about tuition and fees is printed in university catalogs and on the web.



Transfer Credit

All students transferring to Walsh must supply original official transcripts from all prior colleges and universities or professional schools; international students must supply transcripts translated into English. The transcripts must originate from a regionally accredited institution (or equivalent, if international) and must document fulfillment of admissions criteria.

Undergraduate transfer courses require at least a final grade of "C." Graduate students may transfer up to three courses or nine semester credits (six courses/18 hours in the MBA program) of graduate work from other accredited institutions, if completed with a grade of "B" or better. At either level, transferred credit is not calculated in the GPA. Each course transferred requires separate approval of director or division chair and the director of graduate studies. The remainder of course work for the graduate degree must be earned at Walsh University. Additionally graduate programs impose time limits: transfer courses may pre-date matriculation no more than five years; and all requirements for a graduate degree, including any course transferred, must be completed within six calendar years. Any exception to the six-year time limit must be petitioned in writing before the start of the last semester of the sixth year.

The above policies appear in undergraduate and graduate catalogs, as well as on the university website. The disclosures specify requirements in terms of accreditation status for the institutions where credit has originated, grading scale and grade, timeframe for credit earned, its relevance to major or degree at Walsh, the student's good standing at the prior institution, and limits on amounts of transferable graduate credit.

Supporting these policies are articulation agreements with Stark State College, Case Western Reserve University, and the Academic Alliance (consortium of five area colleges). Walsh also has rather elaborate arrangements with several high schools where qualified and trained high school teachers deliver the equivalent of specific introductory courses for which matriculating students may get credit in Education and English. Moreover, division chairs or directors and admissions personnel follow a common equivalency guide for unofficial evaluation of transcripts as prospective students "shop" for schools where they may complete their degrees. All such documents are periodically reviewed and updated by relevant faculty and division chairs; they are on file in the resource room.

Student Identity Verification

Information Systems and the Nursing Division have determined sign-in and log-on protocols that will be part of the verification process for identifying students who participate in the distance-learning program to be established. They are also establishing a secure portal for such students. They are considering two additional verification systems: (1.) stand-alone security devices for each student at the student's site or (2.) proctoring sites.



CHAPTER SEVEN CONTINUED

Student Loan Default Rates

Walsh University utilizes the following Title IV financial assistance programs:

- Pell, Supplemental Education Opportunity, Teach, Smart, ACG grants
- Perkins and Federal Direct (Stafford, Parent Plus, Graduate Plus) Ioan programs

In FY 09 Walsh disbursed \$20,364,399 in federal aid to 2,089 students. To help students manage indebtedness, the university regularly provides information about scholarships, both internal and external. Financial aid counselors regularly make presentations at freshman orientations, where both students and parents are invited; and the university refers students to online loan entrance counseling via the U.S. Department of Education's website on direct lending.

Walsh completes the Program Participation Agreement (PPA), thereby agreeing to the rules and regulations associated with good stewardship of federal aid programs. The last PPA was reviewed in 2006 and is valid through June 2012. Annually the university completes the Fiscal Operations Report and Application to Participate (FISAP), which is the approved federal form documenting the prior year's usage of funds from Perkins, SEOG, and Federal Work Study. State audits have been conducted twice in the last 8 years, with an error rate of .5% the first time and 0% error rate the second time. Audits of federal programs are conducted annually by an outside accounting firm and have not identified significant findings which necessitate any limitations, restrictions, or termination measures against any Title IV programs at Walsh. Because default rates of federal loan programs have been consistently low—as calculated by the US Department of Education and shown here—no limitations, restrictions or termination measures have been taken against any Title IV programs at Walsh.

	FY 2004	FY 2005	FY 2006	FY 2007
Walsh's student loan default rate	1.4%	1%	2%	5.5%
National student loan default rate	5.1%	4.6%	5.2%	6.9%

Disclosure of Campus Crime Rates (Title IV)

Walsh University is committed to assisting all members of the Walsh community in providing for their own safety and security. Since 1996--in compliance with the Crime Awareness and Campus Security Act of 1990 and the Campus Sex Crimes Prevention Act of 2002—the university publishes the *Walsh University Safety and Security Report* by the established federal deadline of October 1 of each year. This report contains information regarding crime prevention, campus police law enforcement authority, crime reporting policies, sexual assault resources, and other matters related to campus security. The report also contains crime statistics for the 3 previous calendar years for reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Walsh University; and on public property immediately adjacent to each campus location.



Federal Compliance

CHAPTER SEVEN CONTINUED

Publication of this report is announced annually via an e-mail to the entire Walsh University community; it includes an electronic attachment of the full document, disclosing Walsh's crime statistics as reported annually to the Department of Education. The full report is also available on the Walsh University website at http://www.walsh.edu/campuspolice.htm. Printed copies of the Walsh University Safety and Security Report are available at the following locations:

- Campus Police Department in Betzler Tower—Menard Hall
- Chief of Campus Police Office—Wilkof Tower
- Human Resources Office in Farrell Hall
- Office of Student Affairs in the David Campus Center
- Office of Admissions in the David Campus Center
- School for Professional Studies Program locations in Akron, Medina and Mahoning Valley

A copy of the *Walsh University Safety and Security Report* (1996 to present) is kept in the Campus Police Office, with electronic copies also available (2001 to present) from the Dean of Students.

Walsh publishes policies for satisfactory academic progress for financial aid in its undergraduate and graduate catalogs and on the website. Students are informed that both qualitative and quantitative academic progress can affect eligibility for financial aid. They must 1.) earn a passing grade in 67% of all courses attempted (courses in which they are enrolled past the add/drop period—excepting courses with WF or WP or I); 2.) maintain good academic standing (freshmen below 1.75 GPA or others below 2.0 must go on one year's probation and then satisfactorily come off probation); 3.) stay below 195 attempted hours; and 4.) avoid a pattern of repeated withdrawals or avoid completing the requirements for a degree without taking the degree. The appeal process is described in the same published sources.

Contractual Relationships

Walsh University contracts with no unaccredited third-party that provides 25-50% of the academic content of any degree program.

Satisfactory Academic Progress

Walsh publishes policies for satisfactory academic progress for financial aid in its undergraduate and graduate catalogs and on the website. Students are informed that both qualitative and quantitative academic progress can affect eligibility for financial aid. They must 1.) earn a passing grade in 67% of all courses attempted (courses in which they are enrolled past the add/drop period—excepting courses with WF or WP or I); 2.) maintain good academic standing (freshmen below 1.75 GPA or others below 2.0 must go on one year's probation and then satisfactorily come off probation); 3.) stay below 195 attempted hours; and 4.) avoid a pattern of repeated withdrawals or avoid completing the requirements for a degree without taking the degree. The appeal process is described in the same published sources.



CHAPTER SEVEN CONTINUED

An instructor may administratively withdraw a student from a given course following excessive absence, as outlined in the catalogs, on the web, and in course syllabi; written warning to the student must precede the action. Students are also informed that withdrawal from a class or the university beyond the withdrawal deadline will cause no tuition adjustment and will create a balance on the student's account, for which the student is responsible, if the university is required to return a portion of the federal and/or state financial aid to the appropriate programs. The university uses the US Department of Education calculator to compute whether Title IV funds must be returned.

Disclosure of Graduation Rates (Title IV)

Walsh University's retention and graduation rates are compiled annually, utilizing a cohort of students who entered in the prior fall (retention) or six years prior (graduation). The graduation rate is printed in the annual <u>Fact Book</u>, which is distributed to key offices on campus and which is available in the university library. Graduation rates are available to students on the university website under Academics/Office of the Registrar/Student Right to Know and via the Integrated Post-secondary Education Data System (IPEDS) student website entitled College Opportunities Online. Both retention and graduation rates for the past five years are shown in the chart below.

	2004-05	2005-06	2006-07	2007-08	2008-09
Retention of First-Time	7.07	700/	770/	0.00/	740/
Full-time Freshmen from	76%	78%	77%	80%	74%
Prior Fall					
	49% (for	54% (for	56% (for	49% (for	55% (for
Graduation Rate for Six-Year	cohort	cohort	cohort	cohort	cohort
Cohort of Entering Freshmen	entering	entering	entering	entering	entering
	Fall 97)	Fall 98)	Fall 99)	Fall 00)	Fall 01)

Federal Compliance Visits to Off-Campus Locations

Walsh University offers full undergraduate degree programs at the main campus only; it offers undergraduate degree-completion programs at the SPS sites in Akron, Mahoning Valley, Medina, and main campus; it offers the full graduate degree in education on the main campus, Kisubi-Uganda and Mahoning Valley and also the MBA at sites on main campus and Medina. The Ohio Board of Regents and the Higher Learning Commission include visits to such sites in accordance with their regulations.

Institution's Advertising and Recruiting Materials

The process for updating university catalogs and class schedules involves numerous departments in a series of checks and balances. Every unit has multiple opportunities to submit and then to review revisions. The registrar and the advancement office and ultimately the provost oversee revisions to ensure accurate and updated information.



Federal Compliance

CHAPTER SEVEN CONTINUED

A webmaster in the Office of Advancement and University Relations scans and maintains the website in real time daily via a content management system. Each division is responsible for reviewing the website and submitting new or updated information. The webmaster can make requested changes, in most cases on the same day.

Accurate information, including Walsh's affiliation status with the Higher Learning Commission (HLC) appears on the initial page of the university catalog (both undergraduate and graduate, both hard copy and online), including the HLC address and phone number. The HLC name and contact information are also posted on the *About Walsh* page at www.walsh.edu/about.

Professional Accreditations

The university is regionally accredited by the Higher Learning Commission. It is authorized by the Ohio Board of Regents and also approved by the Ohio Department of Education, the Ohio Board of Nursing Education and Nurse Registration, and the Ohio Counselor, Social Worker and Marriage and Family Therapist Board. Particular programs have achieved national accreditation from other bodies (and in one case, is actively seeking accreditation), as outlined below.

Walsh University	Higher Learning Commission
Business	Association for the Accreditation of Colleges and Schools of Business (in initial stages)
Counseling and Human Development	Council for Accreditation of Counseling and Related Educational Programs
Education	National Council for Accreditation of Teacher Education
Nursing	National League of Nursing
Physical Therapy	Commission for the Accreditation of Physical Therapy

Additionally, the university is an institutional member of:

- AACN (American Association of Colleges of Nursing)
- AACRAO (American Association of College Registrars and Admissions Officers)
- AACTE (American Association of Colleges for Teacher Education
- AAEE (American Association for Employment in Education)
- ACCU (Association of Catholic Colleges and Universities)
- AACUPI (Association of American College and University Programs in Italy)
- AGB (Association of Governing Boards)
- American Mideast Conference
- CHEA (Council for Higher Education Accreditation)
- CGS (Council of Graduate Schools)
- CIC (Council of Independent Colleges)
- CASE (Council for the Advancement and Support of Education)
- CUR (Council on Undergraduate Research)



CHAPTER SEVEN CONTINUED

- IFCU (International Federation of Catholic Universities)
- NAICU (National Association of Independent Colleges and Universities)
- NCHC (National Collegiate Honors Council)
- NOPGC (Partnership for Philanthropic Planning)
- OCA (Ohio College Association)
- OCLC (Online Computer Library Center)
- OFIC (Ohio Foundation of Independent Colleges)
- OhioLINK
- OPAL (Ohio Private Academic Libraries)

Record of Student Complaints

Walsh University responds to and records formal student complaints, as received in the offices of the president, academic affairs, finance, and student life. Standard university practice regarding student complaints, informal or formal, is to encourage resolution at the lowest level possible. Students thereby are empowered to express their concerns immediately and directly. When they wish to lodge formal complaints, they are directed to the annual university catalogs or student handbooks. Letters to students regarding academic probation or dismissal direct them to such protocols. Records of such complaints and their resolution are on file in those offices.

The university grievance process is also available to students via hearings with the Grievance Committee or the Equity Board. In the last three years three students complained about inappropriate comments or actions of university staff and faculty directed toward a student. In each case, upon referral by Student Life, the Office of Human Resources engaged the individual's supervisor and issues were resolved at that level rather than through further grievance procedures.

The offices aggregate complaints, attesting that for example in Student Affairs a total of three students formally appealed the university's judicial process, none of them successfully. For formal complaints about housing and meal plan requirements or other financial matters, students are directed to the Fees and Charges Committee, a group of six professional staff in relevant offices. That committee reviewed 128 appeals in the last 3 years, approving for refund 115 (90%) of them and denying 13 (10%). The most serious student complaint since the last HLC comprehensive visit was in 2001 when physical therapy students in the first class initiated a lawsuit regarding setbacks in the quest for that program's accreditation; the dispute was positively resolved outside the courts.

Since 2007 the Dean of Instruction, a position created at that time, has had responsibility for addressing academic appeals. Prior to 2007 it was the responsibility of the Vice-President for Academic Affairs. Students pursue academic appeals in accordance with procedures described in the university's graduate and undergraduate catalogs and the Student Handbook. The vast majority of academic appeals are resolved at the instructor or division chair level. While the Office of Academic Affairs treats all student appeals as important, in meeting the reporting obligation of the Higher Learning Commission's Federal Compliance Program, it



Federal Compliance

CHAPTER SEVEN CONTINUED

considers major complaints to be those resulting in formal written appeals to the Dean that could not be adjudicated at a lower level. From fall 2007 through summer 2009 seven appeals reached this stage, three of which required formatting an *ad hoc* faculty review committee. The paper trail on each complaint from initial filing to final resolution is kept in the Dean's office in a binder titled: <u>Adjudication of Significant Student Complaints</u>. Such records show that the university resolves student complaints with mercy and justice, true to its mission.

Third Party Comment

HLC requires institutions undergoing comprehensive evaluation to publish basic information in appropriate publications and to invite the public to provide written comments to the commission. Walsh University identified its primary constituents and published announcements for third party comment in beginning in July 2009 with a posting on the home page of the Walsh University website:

Call for Third Party Comment about Walsh University

Walsh University is seeking comments from the public about the University in preparation for its evaluation visit November 16-18, 2009, by a team representing The Higher Learning Commission of the North Central Associations of Colleges and Schools. Walsh University (then Walsh College,) was first fully accredited by the organization in 1970. The college received pre-accreditation status in 1965. The visiting team will review the university's ongoing ability to meet the commission's criteria for reaccreditation and general institutional requirements.

For the past year and a half, Walsh University has been engaged in a self-study process, addressing the commission's requirements and criteria for re-accreditation. The evaluation team will visit Walsh University to gather evidence that the self-study is thorough and accurate. The team from Walsh will recommend to the commission a continuing status for the institution. Following a review process, the commission itself will take the final action.

The public is invited to submit comments regarding the Walsh University to:

The Higher Learning Commission of the North Central Association of Colleges and Schools 30 North LaSalle Street, Suite 2400 Chicago, IL 60602

Third Party Comments can also be submitted electronically via online comment form, by <u>clicking here.</u>



Comments must address substantive matters related to the quality of university or its academic programs. Written, signed comments must be received by October 16, 2009. The commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. Comments will not be treated as confidential.

In August 2009, display ads were purchased in the Canton *Repository* and Akron *Beacon Journal*, the region's primary print media sources. An additional announcement was published in the August 2009 issue of the *Walsh Times Magazine* as well as the student newspaper. An announcement was also sent in the September 2009 Walsh E-Newsletter to alumni, donors, faculty, students, staff, and friends of the university. All announcements directed readers to the Walsh University website for more detailed information about the third-party comment process.

Drug-Free Workplace

Walsh University complies with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act Amendment. To help create an abuse-free environment, Walsh publishes comprehensive drug and alcohol policies in university catalogs and in student and employee handbooks. Where alcohol is permitted (e.g., the Grille in the Barrette Center) or elsewhere for specific occasions, strict policies for consumption are observed. Student infractions are dealt with through the judiciary process. Other infractions are dealt with through normal employment review and disciplinary practices. Guests utilizing university facilities receive explicit information regarding university policies and are monitored for observing university policy.

Family Educational Rights and Privacy Act (FERPA)

Walsh complies with all regulations set forth in the Family Educational Rights and Privacy Act. Student records are protected, and student rights are vigorously respected. Explicit FERPA policies are included in university catalogs and handbooks, including the name and address of the FERPA officer of the U.S. Department of Education.

Americans with Disabilities Act and Rehabilitation Act (ADA)

Walsh University is aware of and adheres to the obligation to provide program accessibility to students with disabilities. The university adheres to programmatic and architectural requirements in accordance with the ADA. Student Support Services works with Counseling Services and the Learning Resource Center to invite students to submit appropriate documentation of any disability and to avail themselves of the many services offered, whether tutoring, escorts, or varied accommodations. In 2006 one formal complaint was lodged with the U.S. Department of Education Office for Civil Rights, regarding costs for a private room which the student requested because of the student's disabilities. No judgment was made against the university following the complaint.



Title IX—Athletics

Walsh University's athletic programs comply with the federal Title IX guidelines for equity of opportunity. College athletic programs include basketball, cross-country, baseball (men), football (men), golf, soccer, softball (women), tennis, track and field, and volleyball (women). Lacrosse was a club sport in 2008-09 and is a varsity sport for men in 2009-10. Title IX compliance is monitored and enforced by the Athletic Director, who submits appropriate data annually to the Department of Education.

Employment Practices

Walsh University abides by all state and federal nondiscrimination equal opportunity regulations. Nondiscrimination policies are included in university catalogs and in employee handbooks. Guidelines regarding sexual harassment are also printed in these documents. University employees are eligible for leave as required by the Family Medical Leave Act, with the employee handbook specifying appropriate eligibility requirements.

In 2008-09 the Planning and Assessment Review Committee collaborated with the human resources office and other units on campus to examine and make explicit steps in "Hiring for Mission." This process was already largely in place and is now more fully outlined and relatively standardized across campus.

The Higher Education Act of 2008

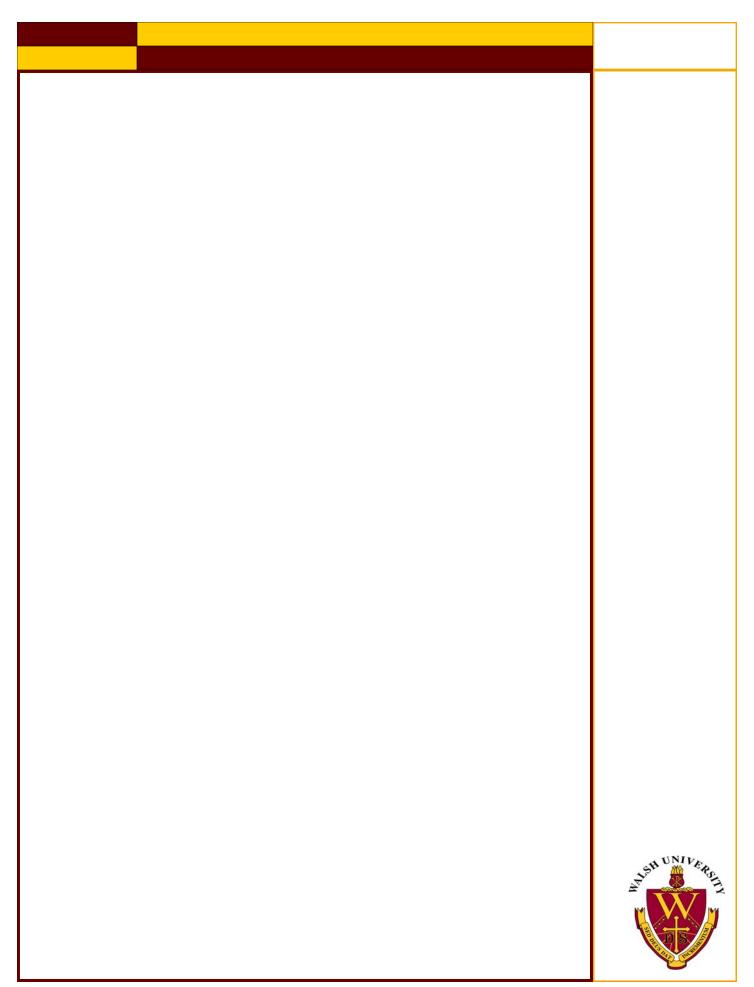
In compliance with the most recent version of the Higher Education Act (HEA), Walsh University is converting to a new federally mandated system of collecting and reporting race and ethnicity data. The process began in a September 2008 meeting with units involved in IPEDS work. Implementation involves reporting under the old categories in 08-09 and 09-10, while converting legacy data and changing necessary forms and processes for gathering data and then meeting the required reporting deadline of fall 2010. The offices of the registrar, information technology, and the IPEDS keyholder are leading the conversion.

Similar plans are underway or already implemented for new provisions of HEA, such as: making textbook costs available to students before they register for a course, installing a net cost calculator on the university website, disaggregating graduation rates by types of financial aid awarded, drug penalty violations as linked with financial aid eligibility, peer-to-peer file-sharing, and missing persons procedures.

Federal Compliance Summary

Walsh University adheres to all federal compliance requirements outlined within this chapter. Walsh recognizes that compliance and exemplary execution of related responsibilities or processes are essential to achieving its mission.





CHAPTER EIGHT Institutional Snapshot

Institutional Snapshot

Walsh University 2007-2008

1. Student Demography Headcounts

1A. Undergraduate enrollments by class levels

	Fall 2007	Fall 2008
Freshmen	552	629
Sophomore	470	547
Junior	539	591
Senior	516	443
Total	2077	2210

1B. Undergraduate students by degree seeking and non-degree seeking status

Degree seeking undergraduate students								
		Fall 2007		Fall 2008				
	Men	Women	Total	Men	Women	Total		
Nonresident alien	10	5	15	13	7	20		
Black, non-Hispanic	49	57	106	56	59	115		
American Indian/ Alaska Native	2	6	8	1	7	8		
Asian/Pacific Islander	5	9	14	5	8	13		
Hispanic	7	13	20	9	12	21		
White, non-Hispanic	586	1176	1762	619	1218	1837		
Race/ethnicity unknown	92	154	246	94	168	262		
Total	751	1420	2171	797	1479	2276		

Non-degree seeking undergraduate students								
		Fall 2007		Fall 2008				
	Men	Women	Total	Men	Women	Total		
Nonresident alien	0	1	1	0	0	0		
Black, non- Hispanic	1	1	2	0	1	1		
American Indian/ Alaska Native	0	0	0	0	0	0		
Asian/Pacific Islander	0	0	0	0	0	0		
Hispanic	0	0	0	0	0	0		
White, non- Hispanic	4	7	11	4	5	9		
Race/ethnicity unknown	3	7	10	2	3	5		
Total	8	16	24	6	9	15		



Institutional Snapshot

CHAPTER EIGHT CONTINUED

		Fall 2007		Fall 2008			
	Men	Women	Total	Men	Women	Total	
Total undergraduate students	759	1436	2195	803	1488	2291	
Includes full-time undergraduates as reported to IPEDS							

1C. Degree seeking graduate/professional student headcounts

Degree seeking graduate students								
	Fall 2	007 CGS/GR	E Survey	Fall 2008 CGS/GRE Survey				
	Men	Women	Total	Men	Women	Total		
Nonresident alien	1	3	4	2	3	5		
Black, non-Hispanic	1	2	3	3	4	7		
American Indian/ Alaska Native	1	1	2	0	0	0		
Asian/Pacific Islander	6	5	11	2	3	5		
Hispanic	0	2	2	0	2	2		
White, non-Hispanic	80	186	266	89	224	313		
Race/ethnicity unknown	25	43	68	20	40	60		
Total	114	242	356	116	276	392		

1D. Age range of undergraduate students*

	Fall 2007	Fall 2008				
Age 24 and under	1763	1880				
Age 25 and older	557	584				
Total	2324	2466				
*Includes all undergraduates, full and part-time						

1E. Numbers of students by residency status

	Fall 2007	Fall 2008
Ohio (In state)	2496	2666
Out of state	36	39
International	28	28
Unknown	0	3
	2560	2736



2. Student Recruitment and Admissions

2A. Number of applications, acceptances and matriculations

	Fall 2007			Fall 2008		
	Applicants	Acceptances	Matriculations	Applicants	Acceptances	Matriculations
New Freshmen	1313	1035	453	2123	1211	516
Transfer	236	198	153	242	205	160
Total Under- graduate	1549	1233	606	2365	1416	676
Graduate	197	155	107	226	96	91

2B. Standardized tests

ACT Scores	for Walsh,	Fall 2000	-2008						
	2000	2001	2002	2003	2004	2005	2006	2007	2008
Walsh	20.1	20.9	21.8	21.6	21.3	21.6	21.8	22.1	21.7

3. Financial Assistance for Students

3A. Percentage of students applying for financial assistance

	Fall 2006	Fall 2007
Undergraduate	92%	94%
Graduate	77%	84%

3B. Number/Percentage of undergraduate and graduate students receiving financial assistance

	Fall 2006	Fall 2007
Undergraduate	1,724/85%	1818/86%
Graduate	215/68%	274/77%

% of total undergraduate and graduate enrollment receiving assistance by category

	Fall 20	06	Fall 2007		
	Undergrad	Grad	Undergrad	Grad	
Loans	96%	98%	97%	92%	
Work-Study	13%	0%	15%	0%	
Scholarships/Grants	98%	27%	98%	29%	
Academic Based Merit					
Scholarships	91%	33%	90%	27%	

3C. Tuition Discount Rate

2006/2007 academic year: 32.7% 2007/2008 academic year: 33.5%



Institutional Snapshot

CHAPTER EIGHT CONTINUED

4. Student Retention and Program Productivity

4A. % of first-time, full-time undergraduate students returning for study

Fall 2007								
	Total	Asian Pacific Islander	Black/ non Hispanic	Hispanic	Multi- Racial	Unclassified	White	NR Alien
#Entering (NE)	453	6	13	6	6	23	409	7
# Returning (NR)	337	4	11	4	2	16	276	7
NR/NE as %	74%	67%	85%	67%	33%	70%	68%	100%

Fall 2006								
	Total	Asian Pacific Islander	Black/ non Hispanic	Hispanic	Multi- Racial	Unclassified	White	NR Alien
#Entering (NE)	475	2	21	3	3	40	404	2
# Returning (NR)	379	1	15	1	1	33	327	1
NR/NE as %	80%	50%	71%	33%	33%	82%	81%	50%

4B. Number of students earning graduate/professional degrees

	2006-2007	2007-2008
Non resident alien	2	5
Black non-Hispanic	3	2
American Indian Alaskan Native	1	1
Asian or Pacific Islander	1	0
Hispanic	0	5
White non-Hispanic	68	76
Race/ethnicity unknown	17	18
Total	92	107

4C. Number of graduates by college/program following CIP codes

	2006-2007	2007-2008
Biological & Physical Science (26, 40, 41)	15	28
Business (52)	122	169
Communications/Fine Arts (9, 10, 50)	22	22
Education (13, 21, 25)	83	125
Humanities/Interdisciplinary (5, 16, 23, 24, 30,		
38, 39, 54)	11	15
Health (51)	58	61
Mathematics/Computer Science (11, 27)	5	6
Psychology/Social Sciences & Services		
(42, 44, 45)	29	41
Fitness (31)	1	5
Total	346	472



4D. Pass rates of undergraduate and graduate/professional students on licensure Examinations

Graduate examinations						
	2007	2008				
Praxis II: School counseling	100%	100%				
NCE National Counselor Exam	100%	90%				
NCMHCE National Clinical Mental Health Counselors Exam	n.a.	100%				
National Physical Therapy Exam	95%	*				
Undergraduate examinations						
Early childhood education (PreK-3) 0020	100%	None taken				
Early childhood education (PreK-3) 0021	100%	100%				
Early childhood intervention specialist (PreK-3) 0351	90%	79%				
Early childhood intervention specialist (PreK-3) 0353 (new test from ODE)	None taken	100%				
Intervention specialist mild/moderate & moderate/intensive (K-12) 0351	100%	100%				
Intervention specialist mild/moderate & moderate/intensive (K-12) 0353	100%	100%				
Middle childhood education language arts (4-9)	100%	100%				
Middle childhood education mathematics (4-9)	100%	100%				
Middle childhood education social studies (4-9)	90%	100%				
Middle childhood education science	100%	100%				
Adolescent to young adult language arts (7-12)	100%	100%				
Adolescent to young adult mathematics (7-12)	100%	100%				
Adolescent to young adult social studies (7-12)	100%	100%				
Adolescent to young adult integrated science (7-12) 0070	100%	None taken				
Adolescent to young adult integrated science (7-12) 0030	100%	None taken				
Adolescent to young adult integrated science (7-12) 0571	100%	None taken				
Multi-age physical education (K-12)	100%	100%				
Reading (K-12)	94%	97%				
NCLEX –RN National Council Licensure EXamination-Registered Nurse	96%	96%				

^{*} No test given due to transition to DPT degree; 2006 pass rate was 100%



5. Faculty Demographics

5A. Faculty headcount of full-time and part-time by highest degree earned

	Fall 2007			Fall 2008				
	Tenured/Tenure track		Instructional academic staff		Tenured/Tenure track		Instructional academic staff	
	Full	Part	Full	Part	Full	Part	Full	Part
	time	time	time	time	time	time	time	time
Doctorate	62		4	23	71		5	27
1 st Professional								
Master's	8		21	146	10		22	176
Bachelor's			2	24			1	25
Associate's								
None				1				
Total	70		27	194	81		28	228

5B. Faculty headcount of full-time and part-time by race/ethnicity, gender, rank

	Fall 2007			Fall 2008				
		d/Tenure ack		ictional nic staff		d/Tenure ack		ctional nic staff
Race/Ethnicity	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time
Black, non- Hispanic	2	CIIIC	CIIIIC	ciiiic	3	· · · · · ·	cime	5
American Indian/ Alaska Native				3				
Asian/Pacific Islander	2				2		1	1
Hispanic	2			3	1			2
White non- Hispanic	64		27	182	75		27	213
Unknown				6				7
Gender								
Female	30		22	98	36		21	123
Male	40		5	96	45		7	105
Rank								
Lecturer				194				228
Instructor			2				3	
Assistant Professor	25		13		32		14	
Associate Professor	24		9		26		10	
Professor	21		1		23		1	



5C. Faculty headcount by classification of instructional program

	Fall 2007		Fall	2008
	Tenured/ Tenure track	Instructional academic	Tenured/ Tenure track	Instructional academic
Biological & Physical Science				
(26, 40, 41)	10	9	10	11
Business (52)	8	56	10	62
Communications/Fine Arts (9, 10, 50)	2	12	3	9
Education (13, 21, 25)	7	38	7	49
Humanities/Interdisciplinary				
(5, 16, 23, 24, 30, 38, 39, 54)	19	47	20	46
Health (51)	6	33	7	45
Mathematics/Computer Science (11, 27)	6	15	7	17
Psychology/Social Sciences & Services (42, 44, 45)	11	8	15	13
Fitness (31)	1	3	1	3
Total	70	221	80	255



6. Availability of Instructional Resources and Information Technology

Walsh Library internal circulation	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Juvenile	2,091	1,746	1,759	1,433	1,112
Curriculum	984	724	489	397	322
Audio-Visual	1,417	1,719	1,509	1,329	1,422
General/Oversize	5,927	5,777	6,398	4,078	4,644
Reserve	1,769	1,482	1,829	2,063	2,325
Total Internal Circulation	12,188	11,448	11,984	9,300	9,825
Interlibrary Loan					
P-Circ from Walsh to others	Ι	I	0.404	2.040	2.020
		1 400	8,484	3,049	3,838
P-Circ from others to Walsh		1,460	1,444	1,853	2,552
Interlibrary Loan Returnable In	1,589		77	64	30
Interlibrary Loan Returnable Out	2,941		341	307	362
Interlibrary Loan non-Returnable In	247		371	207	271
Interlibrary Loan non-Returnable Out	580		384	481	501
Interlibrary Loan Total In	1,836	1,734	1,892	2,124	2,853
Interlibrary Loan Total Out	3,521	3,922	9,209	3,837	4,701
·		I I		i I	
Database Activity					
Ebsco full-text downloads	16,825	18,647	29,654	30,352	27,111
EJC full-text downloads	1,799	5,222	6,965	9,842	11,621
InfoTrac OneFile (full-text + retrieval)	7,250	3,953	4,648	4,713	7,061
ProQuest Nursing full-text		10,122	12,113	14,588	12,689
Dataware and Osearch searches	6,952	8,932	7,351	6,704	4,582
Wall Street Journal full-text download		1,872	1,227	2,175	1,352
InfoTrac Business & Company				3,207	1,246
e-books					
ebrary books viewed	4 4 4 2	4.450	668	828	1,711
netLibrary books viewed	1,143	1,150	1,132	1,128 106	1,136
OhioLINK e-books viewed	30	69	97	106	1,118
Attendance & copies					
Walsh library gate attendance	84,573	91,266	98,119	99,941	87,885
Copies from photocopiers	86,429	77,973	74,088	65,551	71,856
Instruction					
Instruction sessions	62	66	65	73	76
Students in instruction sessions	914	1,126	1,007	1,070	1,646
Stadents in histraction sessions	314	1,120	1,007	1,070	1,040
Acquisitions					
Items added (books)	1,718	2,423	1,990	1,857	1,895
Items added (media)	110	166	185	232	359
Items added (bound periodicals)	623	558	561	513	436



Information Technology: Resources, Usage, and Evaluation			
Resources	Evaluation Measures		
Instructional Technology Services			
 Sakai course management software Number of supported faculty and instructional staff has grown from 42 in Spring 2006 to 91 in Spring 2009 Number of supported courses increased from 75 in Spring 2006 to 319 in Spring 2009 1859 students enrolled in Spring 2009 Number of support requests has increased to 19 in Spring 2009. This illustrates increased usage among faculty and students. (started tracking in 2008) More WALSH students (73.7%) have taken a course using a Course Management System (SAKAI) than have students at other institutions (71.4%). 	 Number of faculty members using SAKAI Number of students using SAKAI Number of course sections in which SAKAI is used Number of support requests for SAKAI Benchmark with National ECAR Survey 		
 Technology-Enhanced Classrooms 82 classrooms 94% of all classrooms are equipped with a common technology package (projector, screen, computer, monitor, VCR/DVD, speakers, MS Office, etc.) General access and departmental computer labs 164 hours per week per lab of student access in general access labs. Some labs are in secured areas and have less availability per week (i.e. library) 335 computers in 22 labs on campus 	 Number of technology-enhanced classrooms Equipment and software used Level of technology in classroom Equipment used User counts/peak usage/usage duration 		
 Learning Technology Training 27% of faculty rated technology training above 9 on a 10 point scale. (Overall 6.9) Conducts 10+ technology workshops per year At least 40 office hours per academic year for individual consultation 	 User feedback surveys Number of training courses provided Number of hours for individual consultation 		



Resources	Evaluation Measures
Instructional Technology S	ervices <u>CONTINUED</u>
Online Survey Software	
Survey software is decentralized:	
Wellness: Survey Monkey Library and Physical Therapy:zoomerang Education: TK20 campus tools Information Systems: Survey Console Physical Plant: SchoolDude	
 Over 20% of faculty and 10% of students have responded to online technology surveys since 2008. 	
Audio and Video Streaming	
 Selected athletic, music, and special events are available through online audio and video streaming 	Number of programs streamedNumber of users accessing streams
Access to Res	ources
Network storage	
 Network access to personal and shared document storage space is provided for 804 faculty and staff, as well as for 4672 depart- mental and student employee accounts 	Number of usersAmount of storage space allocated
 1880 students use network storage services to store files, especially files for research and class projects that are too large to be stored on other devices. 	
Self-service access to billing and course information	
 Self-service is available via the web nearly 24x7 (164 hours per week). Students can access up-to-date course catalogs, schedules of classes, personal profile information, electronic bills, personal financial information, advising reports, and other information. Faculty can access class rosters, update syllabus information, office hours and weekly teaching schedules. They can also advise students online and update personal profile information. 	Availability of service



Resources	Evaluation Measures
Access to Resources	CONTINUED
Email accounts	
All faculty, staff and students are provided with	Number of accounts
email accounts that are web accessible	Email traffic statistics
WALSH Website	
• The WALSH web site is composed of more than	Number of pages
3,400 pages, with over 146 individual content contributors. An average of 30,000 unique	Number of publishers
visitors per month access the Walsh website.	Track page visits and web traffic
Customer Service a	nd Support
Helpdesk customer service and support	
 Customer satisfaction surveys indicate that 44% of internal customers rated technology support 9 or higher on a scale of 10. (7.99 Overall) 	User feedback surveys
• In January of 2008, the Walsh helpdesk received 526 support inquires (email and phone). 129 trouble tickets were created and 122 were closed by month end. In January of 2009, those numbers were 428 support inquiries, 200 trouble tickets created and 275 closed by month end.	Number of service tickets opened and resolved
Helpdesk is open 55 hours each week	Number of contact hours
Software Availability	
 All students have access to over 50 distinct soft- ware packages, including the complete Micro- soft Office suite, in General Access Labs, as well as a variety of other specialized software in departmental labs. 	Available software
 All faculty and staff have access to the complete Microsoft Office suite of software on their work- stations. MS Office is also available for home use through Walsh's Work-At-Home software agreement. 	Work-At-Home software tracking
use through Walsh's Work-At-Home software	



Resources	Evaluation Measures	
Technology Infrastructure		
High-speed network with 100% switched Ethernet across campus		
Network infrastructure was up over 99% of the time in 2008.	 Uptime, planned and unplanned outage statistics Network usage statistics 	
Wireless Access		
Wireless (802.11a/b/g) deployment with over	Wireless network traffic	
28 access points, covering 5 buildings on main campus and on one remote campus.	User counts/peak usage	
Laptop Checkout		
• 5 laptops are available to the Library customers.	Number available	
3 laptops are available for faculty and staff to borrow.		
Information Techno	ology Staffing	
Central IT Staff		
 Walsh has a very high ratio of people supported per central IT staffer (422). 	Benchmark with National Educause data	
Walsh falls far above the National Higher Education median of people supported per IT staffer (81).		



7. Financial Data

Actual unrestricted revenues		
	Fiscal year 2007	Fiscal year 2008
Tuition and fees	\$24,276,331	\$26,607,746
Federal grants and contracts	\$778,802	\$0
State grants and contracts	\$7,183	\$0
Private gifts, grants and contracts	\$1,829,094	\$3,370,661
Contributions from affiliated entities	\$40	\$0
Investment return	\$2,123,701	(\$437,026)
Auxiliary enterprises	\$7,718,806	\$8,876,612
Other	\$404,670	(\$245,298)
Total	\$37,138,627	\$38,532,927

Actual unrestricted expense		
	Fiscal year 2007	Fiscal year 2008
Instructional/Departmental/Library	\$12,481,320	\$13,946,788
Student services	\$3,017,766	\$3,129,199
Operations and maintenance of plant	\$2,402,995	\$2,592,550
Administration	\$1,674,902	\$1,760,502
Fundraising	\$597,695	\$727,398
Auxiliary	\$6,559,818	\$7,216,398
Other	\$5,128,663	\$5,560,382
Total	\$31,863,159	\$34,933,217



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University Operator 330.490.7090 • **Dean Of Instruction** 330.490.7045 • **Fax Number** 330.244.4674

