



Council of Trustees
West Chester University
West Chester, Pennsylvania 19383-1000

Council of Trustees
Resolution
2003-25

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RESOLUTION

COUNCIL OF TRUSTEES

**WEST CHESTER UNIVERSITY
OF PENNSYLVANIA**

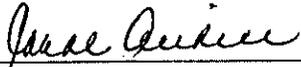
AUGUST 20, 2003

BE IT RESOLVED THAT THE COUNCIL OF TRUSTEES OF WEST CHESTER UNIVERSITY OF PENNSYLVANIA HAVING CONSULTED WITH THE:

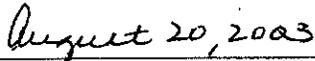
- FACULTY
- STAFF
- STUDENTS
- ALUMNI
- AND OTHER UNIVERSITY CONSTITUENCIES

RECOMMENDS THAT THE BOARD OF GOVERNORS AUTHORIZE THE CHANCELLOR TO EXTEND THE CONTRACT OF PRESIDENT MADELEINE WING ADLER UNTIL JUNE 30, 2006 (ADOPTED August 20, 2003).

APPROVED BY VOTE OF THE COUNCIL OF TRUSTEES



Carol Aichele, Chair



August 20, 2003



Council of Trustees
West Chester University
West Chester, Pennsylvania 19383-1000

www.wcupa.edu

August 20, 2003

Dr. Judy G. Hample
Chancellor
State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

Dear Chancellor Hample:

On behalf of the Council of Trustees of West Chester University of Pennsylvania, I am pleased to recommend to the Board of Governors that Madeleine Wing Adler's contract as President of West Chester University be extended through June of 2006. Enclosed with this letter is copy of the resolution for said extension, which was approved by the Council of Trustees by unanimous vote on August 20, 2003.

Sincerely,

Carol Aichele
Chair

Enclosure

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Council of Trustees
West Chester University
West Chester, Pennsylvania 19383-1000

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WEST CHESTER UNIVERSITY

COUNCIL OF TRUSTEES

Presidential Formal Review

April 2003



Council of Trustees
West Chester University
West Chester, Pennsylvania 19383-1000

www.wcupa.edu

August 20, 2003

Dr. Judy G. Hample, Chancellor
State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

Dear Dr. Hample:

In accordance with Act 188, the West Chester University Council of Trustees conducted a Formal Review of the Presidency of Dr. Madeleine Wing Adler on April 25, 2003. The review committee consisted of Dr. Bernard J. Carrozza, Vice-Chair of the Council and Chair of the committee; Laurence Harmelin, Esq.; and Thomas Fillippo and Alan Novak, Council members. By design, the committee interviewed the following constituency groups:

President's Cabinet
President's Council
SCUPA
Faculty Senate
SGA
University Forum
Alumni Association and Members of the Community
APSCUF
AFSCME
Manager's Association
Council of Trustees
Academic Deans
Open Session

The report, which follows, has been formatted to include all of the components of the review process as delineated by the Board of Governors Policy on the Presidential Review Process. For your convenience, a table of contents follows.

The West Chester University Council of Trustees is committed to the review process. It is our thinking, as a group, that this is our most serious charge. The effectiveness and efficiency of any organization is directly related to the length of the shadow cast by its leader. We, without exception, feel most fortunate to have Dr. Adler at the helm. Under her stewardship, West Chester University has made significant advancement in serving our students, as we prepare them and position them for their place in society.

Sincerely,



Bernard J. Carrozza, Ed.D.
Chair
Presidential Review Committee

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**REPORT OF THE
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**COUNCIL OF TRUSTEES
RESOLUTION**

I --- Presidential Review Committee: Findings and Recommendations

CRITERION #1 – Institutional Planning

Dr. Adler is described as a visionary, as a leader with foresight and as an "out-of-the-box" thinker. Through her leadership, the university has developed its *Plan for Excellence* and continues to operate within the plan's structure as it works toward achieving its mission. This strategic plan is responsive to the needs of the university; its administration, faculty and staff; and especially its students. While it allows for institutional growth, it also allows for individuality and provides the necessary connections to the goals of the plan. The end result is a total connectivity to the mission of WCU. This plan is also in concert with the State System's goals. More importantly, the plan's transformations have been activated, and a fundamental mechanism is in place to encourage and monitor progress through the Strategic Planning and Resource Council. Without exception, every group interviewed lauded the *Plan for Excellence*. Collectively, they indicated that it is a guiding force in the day-to-day workings of WCU and a tool for progress. Clearly, there is a deep commitment to the plan on the part of all constituency groups.

Dr. Adler places a high value on the students and on meeting their needs. She maintains a very high-profile system of communication, which serves to enhance the daily thrust of the institution. However, she also relates well to all constituency groups and is recognized as a team player who advocates for WCU. She has a complete grasp of the culture of WCU and reflects it in her interactions with all parties. Her vision for WCU is on target.

Standards and *values* continue to be cherished by-words at WCU. Dr. Adler has continued to increase academic quality and increase access to personal-growth opportunities for her students. Neither of these is easily accomplished as an independent initiative, let alone in tandem. However, through her Distributed Leadership Model, which has gained campus-wide acceptance, Dr. Adler continues to move WCU closer to its goals and objectives.

CRITERION #2 – Administration

Dr. Adler's Distributed Leadership Model continues to receive much praise and support from her leadership team and all other constituency groups. She encourages scholarly and innovative faculty activities, resulting in a professional staff that continues to earn distinction in the academic community. Appropriately, faculty achievements are shared with the college community as a matter of course and on a regular basis. Dr. Adler is supportive of her faculty and is proud of the quality of the professors who have been hired under her tenure. Her expectations for scholarship are high, but they are accepted as a motivating force for faculty achievements. As one constituent clearly stated, "I've worked here 33 years, and this is the strongest administration I've seen. She is superlative in every category."

All constituents interviewed agreed that Dr. Adler remains committed to diversity and constantly works toward that end. This effort is seen in the composition of both faculty/staff and students. Because of her commitment to the students, Dr. Adler continues to remain in touch with their needs. She involves students, when appropriate, in problem solving. She is respectful of the students whom she serves and, in turn, is highly respected by her students. She is open to their concerns and is willing to give them priority consideration.

Fundraising is an area where Dr. Adler has been described as "legendary." She takes an active role in the process, and her efforts continue to yield positive results, as evidenced by this year's giving totals for the current \$25 million capital campaign. She is personable and charismatic, and potential donors are drawn to her humanistic style. She is astute and highly perceptive in this area and is sensitive to all levels of giving. Not only has the capital campaign continued to grow, but also other areas of giving have continued to rise.

Under her leadership, WCU continues to enjoy a sound financial experience. While year-to-year challenges continue to make the financing of education an uphill struggle, her leadership has made way for innovative money-management solutions. Her internal accountability model has widespread ownership by the entire management team. This accountability has produced a conservative financial environment, which has always made West Chester University prepared to deal with the unexpected. Again, she was lauded for her foresight in pre-budget planning and preparations in anticipation of yet another major financial shortfall in state budget allocations. Even with difficult financial times ahead, the WCU community continues to feel secure under her leadership. To quote one constituent, "As we go into tough sailing, there is no one else I would rather have at the helm."

Dr. Adler holds her total team accountable in terms of the quality of the instructional program. She maintains a strong interest in the Tenure and Promotions process--a human interest. She is highly respected by all constituency groups. She is perceived as resourceful, decisive, and fair in the performance of her administrative duties. There is a high level of confidence in her operational strategies. The comfort level of all staff is positive and productive. As one constituency group noted, her relationships have gotten stronger with each passing year.

CRITERION #3 – Leadership Style

There is total and absolute agreement among all constituency group representatives that Dr. Adler's style of Distributed Leadership has had a positive effect on the entire university community. She shares her goals and priorities, and communicates her expectations. She holds staff accountable, yet she allows for independence, creative thinking and management, and innovative ideas from her management team. She is well respected amongst her peers for her ability to lead in

CRITERION #6 – Professional Growth and Development

All constituency groups interviewed felt confident and comfortable with the level of support given to this area by Dr. Adler. She seeks out opportunities that will have an impact on the professional life of her employees and the professional health of the university. In terms of an individual commitment, she is described as “always mentoring” her staff, never missing an opportunity to help someone grow in his/her skills and background knowledge. On a much larger scale, she creates growth opportunities for both the professional and the classified staff. Philosophically, she is perceived as believing in the notion that learning creates opportunity from which all can grow and from which the institution will flourish. To that end, it was felt that Dr. Adler has set higher standards for faculty scholarship and research.

The committee continues to believe that by her leadership style alone, Dr. Adler appears to model a professional growth opportunity, which in and of itself provides a learning experience. Constituency groups were in agreement that Dr. Adler is firmly and openly committed to the Professional Growth and Development of her entire staff, a commitment that directly relates to the goal of providing a quality educational program for the students of WCU.

CRITERION #7 – Achievements

In the fall of each academic year, Dr. Adler delivers to the entire university community a statement of her goals and objectives for that school year as they relate to the overall mission of the institution. Essentially, she sets the tone for the university. This statement marks the onset of numerous programs, new initiatives, numerous accomplishments, and appropriate forms of recognition in the areas of faculty scholarship, student scholarship, athletics, the arts, and community service. Because the narrative sections of the University's 2003 System Accountability Plan (SAP) provide highlights of accomplishments in each of these areas, the achievements will not be recounted in this document. Suffice it to suggest that it is apparent to the evaluation committee and the constituencies with whom it has met that, each year, the accomplishments have grown in number, scope, and importance.

Dr. Adler bestows numerous honors and awards upon members of her staff and members of the community in recognition of their accomplishments, yet she draws little attention to her own personal and professional achievements. Dr. Adler's example and enthusiasm are infectious and challenge all members of the WCU community to perform at optimum levels. Simply put, she raises the bar by design and promotes and rewards quality performance. It is because of her leadership that West Chester University has made its mark in the educational community.

QUANTITATIVE ACCOUNTABILITY MATRIX MEASURES LETTER

The Council of Trustees has had an opportunity to review the Quantitative Accountability Measures Data Report forwarded by the System Office to us. Comments regarding this data are reflected in the letter to Chancellor Hample dated August 21, 2003, which is item #2.

RECOMMENDATIONS

Once again, there were no consistent, substantive recommendations relating to the President's performance offered by any of the constituency groups interviewed. When our consultant specifically and very pointedly asked each constituency group to make recommendations for improvement, the groups had nothing to offer. The committee feels that this is the ultimate tribute that can be given to Dr. Adler.

SPECIAL NOTE

The Council of Trustees would like to express its sincere appreciation and gratitude to Dr. Fred Lane, the presidential spouse, for his continued support and commitment to West Chester University and to the presidency of our institution. Dr. Lane continues to add new dimensions and meanings in all with which he has been involved as a member of the university community.

METROPOLITAN STATE COLLEGE of DENVER

Office of the President

May 8, 2003

Dr. Bernard J. Carrozza
314 Tarbert Drive
West Chester, PA 19382

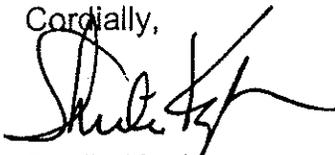
Dear Bernie,

Enclosed is my report on the evaluation of Dr. Madeline Adler.

It was evident that all members of the West Chester University community held Dr. Adler in very high esteem. She has accomplished a great deal for the University in her years as President, and I have every confidence that she will continue to perform her duties in an exceptional fashion.

I want to thank you and your colleagues on the Council of Trustees for your courtesy and professionalism. You made my work as a "Consultant" very pleasant, indeed.

Cordially,



Sheila Kaplan
President

Campus Box 1

P.O. Box 173562

Denver, Colorado

30217-3562

(303)556-3022

FAX: 556-3912

Performance Assessment

Dr. Madeleine Wing Adler
President
West Chester University of Pennsylvania

April 24-25, 2003

Prepared by:

Dr. Sheila Kaplan
President
Metropolitan State College of Denver

This is the report of the Presidential Performance Assessment of Dr. Madeleine Wing Adler, President, West Chester University of Pennsylvania, prepared by Dr. Sheila Kaplan, President, Metropolitan State College of Denver and Consultant to the Presidential Review Committee of the Council of Trustees.

The Presidential Performance Assessment of Dr. Madeleine Wing Adler took place on April 24-25, 2003. The Assessment was conducted by a committee of the Council of Trustees, chaired by Dr. Bernard J. Carrozza. The committee included: Mr. Laurence Harmelin, Mr. Thomas Fillippo, and Mr. Alan Novak. Dr. Michael Becker, Senior Vice Chancellor of the State System also participated in the process. Dr. Sheila Kaplan served as Consultant to the committee.

The Review Committee met with representatives of the alumni association; AFSCME; SCUPA; APSCUF; the Faculty Senate, the Student Government Association; the Management Association; University Forum; the President's Council, the Deans; the President's Cabinet; and community leaders.

The comments made by this diverse group of University stakeholders was remarkably consistent. President Adler is viewed as a leader with exceptional vision and energy. She is praised for having unified the previously warring factions of the university behind a Plan for Excellence that has captured the imagination of the entire community. Faculty and staff are excited about the progress that has been made to improve the

University and students believe that they are receiving a quality education from a committed faculty.

President Adler is praised for the time she spends meeting with constituent groups and in attending university and community functions and activities. She is personable and welcoming and is universally seen as a magnificent representative of the University.

Alumni representatives were unanimous in their view that Dr. Adler and her staff were always available to respond to their concerns and to support their activities. Community leaders, including the mayor, were highly complimentary of Dr. Adler's willingness to cooperate with local jurisdictions on issues of common concern.

I could go on for several additional pages recounting the positive comments shared with the committee, but I will not. I will summarize what I heard as follows:

Dr. Adler has exceptional support among the West Chester University community. She is a popular and positive leader who plans well and has focused the university on a plan that has widespread support. She is also viewed as a good delegator who sets goals and directions and permits and encourages her staff to follow through using their initiative and creativity. She is an excellent communicator who has had growing success in raising private funds for the university. And, she is a tireless supporter of students, spending many evening hours learning about their needs and interests.

The only concerns that were expressed related to the on-going financial troubles facing the State of Pennsylvania and West Chester University. Although faculty and staff did not fully understand the magnitude of the financial challenges that would be facing the institution in the coming years, they were concerned about the possibility of layoffs as well as the inability of the University to reach the goals outlined in the Plan for Excellence.

In response to this concern, I would recommend to Dr. Adler that she develop a communication process that keeps the community fully informed of the financial challenges facing the University. Although faculty and staff recognize that there is not much they can do in the short term to alter the state's financial picture, accurate information will go a long way to reducing, or at least moderating, the understandable fear and worry.

As the financial picture becomes clearer, Dr. Adler and the community should review the goals outlined in the Plan for Excellence to determine those that can be achieved despite the financial challenges and those that will have to be postponed to a later date.

The only other comment I would offer to Dr. Adler, is to slow down!!!. Many faculty, staff and administrators raised the concern that she was working much too hard and that she should reduce her commitments to university and community activities. I make this comment in full knowledge that Dr. Adler will ignore it.



Council of Trustees
West Chester University
West Chester, Pennsylvania 19383-1000

www.wcupa.edu

August 21, 2003

Dr. Judy Hample
Chancellor
Pennsylvania State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

Dear Chancellor Hample,

As Trustees of West Chester University of Pennsylvania, we take our role in the evaluation of institutional progress seriously. Therefore, we appreciate this opportunity to share with you our thoughts and concerns regarding the "System Accountability Plan" and, in particular, the target attainment component of the Plan.

We have reviewed the information you provided, and find the results quite paradoxical and not representative of the institution we know. For example, we note with some alarm the considerable difference between WCU's performance on the benchmark comparisons versus its attainment of System targets. More specifically, in comparison with its peers the University does extremely well, while on the attainment of system targets, WCU is near the bottom. Even more confounding is West Chester's precipitous fall from being a top performing university in last year's System comparisons to being at best mediocre in this year's rating scheme.

Especially troubling is that our review of your materials suggests that many institutions in the State system experienced similar reversals of fortune. When probing University leadership about the circumstances that generated these results, we were surprised to learn that much of the problem relates to statistical methodology.

Please know that we are committed to evaluation as essential to ensuring that WCU continues to be successful and that it meets the needs of this region. However, it does not appear to us that the accountability matrix being implemented by the State System reflects realistic outcomes, and does not advance the goals and aims of either the University or the System.

In fact, it is our belief that this model does damage to the reputation of the individual universities as well as the State System. How will WCU explain to regional media (let alone its constituencies) that it has moved from being a top performer in 2002 to an average or sub-average performer in 2003, while at that same time benchmark data offers evidence of institutional excellence?

In our role as trustees, we offer to assist you and the Board of Governors in any way we can to improve the current evaluation model so that it better reflects the real outcomes of the University and the System. Moreover, we strongly recommend that the target attainment measures be eliminated in favor of benchmark assessment.

Like you, we believe that the State System is often portrayed as weak when, in fact, we know that we represent a remarkable collection of institutions serving important state and regional needs. We all realize that improvement is always an opportunity and that we need to do more to demonstrate our value to Pennsylvania. The negative publicity generated by the likely controversy over the target attainment results cannot advance that goal.

As always, thank you for your leadership of the State System. We suggest dialogue on this important issue be continued through the PACT organization. We are confident that we can work together to devise an evaluation process that will root out ineffectiveness while demonstrating the true strengths of our universities.

Sincerely,

Members of the Council of Trustees
West Chester University

Carole Aichele

Carole Aichele

Bernard Carrozza

Bernard Carrozza

Barry Dozer

Barry Dozer

Thomas Fillippo

Thomas Fillippo

Larry Harmelin

Larry Harmelin

David James

David James

Alan Novak

Alan Novak

Jessie Pincus

Jessie Pincus

Michael Stoll

Michael Stoll

Don Taylor

Don Taylor

Elinor Taylor

Elinor Taylor

WEST CHESTER UNIVERSITY PERFORMANCE AND THE SYSTEM ACCOUNTABILITY PLAN FOR 2002-2003

The culture of West Chester University (WCU) has changed significantly under the leadership of Dr. Madeleine Wing Adler. Most prominent among the changes is the University's increased agility and proactive responsiveness. Academic Year (AY) 2002-2003 provides a clear example of the expanding pace and scope of change, a trend that has been in place over the past several years. While the achievements noted below document WCU's agility and responsiveness, they also illustrate the University's commitment to the traditional ideals of academic excellence and the preparation of outstanding graduates.

As noted last year, WCU's strategic *Plan for Excellence* and the State System goals and aims are complementary. The *Plan*, which drives University performance planning, overlaps extensively with the State System topic guidelines for the Narrative Assessment Statement of the System Accountability Plan. The report that follows is, therefore, organized to minimize redundancy.

Narrative Assessment Statement

Academic Quality

Four accomplishments of the past year provide an overview illustrating the University's growing reputation for excellence:

1. The number of parents providing gifts to the University nearly doubled from last year to this year (from 780 to 1,410).
2. As of the end of May, the average combined SAT score for first-year students who have paid deposits for entry in fall 2003 is up 11 points compared to the same time last year (1,093 vs. 1,082, respectively).
3. Compared to last year, freshmen applications for fall 2003 admission increased by 11 percent—with a record-high 10,117 applications for 1,725 slots.
4. In October 2002, *U.S. News & World Report* listed WCU as one of the top 12 public master's-level (i.e., regional comprehensive) universities in the northern region.

Other achievements related to System-defined academic quality descriptors include the following:

1. Last year's report noted that the **major accreditations** for which University programs are eligible have been achieved. As part of the University's ongoing accreditation processes:
 - The School of Education has conducted a university-wide revision of the conceptual framework for teacher education to more closely align it with

NCATE 2000 standards. In preparation for its next NCATE review, the school is also developing a University-wide teacher education assessment system.

- In April 2003, the Department of Health hosted an accreditation team visit from the Council of Education for Public Health to review the department's Master of Public Health program. The department expects a positive team report.
- Also in April 2003, the Department of Nursing hosted a team visit from the Commission on Collegiate Nursing Education (CCNE) for the department's baccalaureate and master's programs. Full accreditation from the CCNE board is expected by September.
- The MBA curriculum is undergoing a major revision related to Association for the Advancement of Colleges and Schools of Business accreditation standards.
- The Accreditation Council for Continuing Medical Education has awarded the School of Health Sciences full accreditation as a continuing medical education provider. The University is one of only six in the nation without a medical school to receive this accreditation.
- The University's computer science curriculum has received National Security Agency Certification for Information Security Assurance.

2. In the area of ***teaching quality***:

- Again this summer, the "Pedagogy for Engagement" summer series of eight workshops and seminar sessions is focusing on increasing student engagement in the learning process.
- In a three-year period, more than 200 faculty have received Blackboard training, and the number of computer-based, media-enriched classrooms has increased from 15 to 56. By fall 2003, more than 55 percent of the University's classrooms will be so equipped.
- Supported by a Pennsylvania Link to Learn grant, the School of Education's eTeaching and eLearning initiative is developing faculty leaders with the skills and commitment to help their colleagues integrate technology into their courses and programs.

3. Regarding improvements in the ***learning environment***:

- Six new media-enhanced classrooms, a nursing skills laboratory, and a fitness center teaching laboratory were completed in the Health Sciences Center. The laboratories are being equipped with state-of-the-art technology.
- By August 2003, all residence hall rooms will have a LAN connection.
- The library's Instructional Media Center Service Desk now has 20 wireless laptops available for student use.

- A new cyber café—"Common Grounds"—opened in the Sykes Student Union with 5 e-mail/Web-browsing computer stations. The new café is equipped to be "wireless."
 - A 30-station wireless, portable laptop computer lab has been installed for use in political science survey and survey-research classes.
 - The Graduate Business Center, located on Route 202 and purchased this year by the University, provides quality, state-of-the-art teaching and learning facilities.
 - Renovations have begun for the Schmucker Science Center Phase I building. When finished, these renovations will complete the University's state-of-the-art, three-building science complex.
4. **Curriculum** enhancements include revisions to the general education curriculum. The inclusion of speech and diversity requirements responds directly to student and employer interests and needs.
 5. **Library** enhancements include 13 new or improved electronic databases, ranging from *African American Newspapers Online*, to *Clinical Pharmacology*, to the *World Shakespeare Bibliography Online*.
 6. Evidence regarding **faculty quality** includes the fact that over 80 percent possess the appropriate terminal degree for their discipline. In addition, over the past year, the proportion of minority faculty increased to 14.1 percent (compared to 13.42 percent for fall 2001).
 7. Other **faculty-quality, diversity, advisement, curricular, and technology enhancements** are discussed in the University Performance Plan (UPP) section of this report.

Student Achievement/Success

Student success is one of the transformational goals in the University's *Plan for Excellence*. In addition to those facts provided below, details regarding student achievement are included under that heading in the UPP section of this report.

1. **Student accomplishments** include:
 - WCU accounting students placed first, second, and third in the Philadelphia Chapter of the Institute of Internal Auditors Student Manuscript Competition.
 - A team of three TecMBA students, under the direction of a WCU marketing professor, placed first in the National Strategic Simulation Contest, sponsored by Interpretive Software of Charlottesville, Virginia.
 - The University's health and physical education teacher certification major received the Outstanding Future Professional Award from the National Association of Sport and Physical Education at its March 2003 meeting.
 - The Who's Who among Students in American Universities & Colleges award was given to 73 students this year, the highest number ever honored.

- For the past 12 consecutive semesters, student athletes have achieved a higher grade point average than the general student population.
- 2. For the entire history of the State System, WCU has enrolled either the highest or the next-to-highest proportion of community college **transfer students** among System universities.
- 3. The University's most recent 2- and 6-year overall **retention/graduation** rates of 85.2 percent and 57.22 percent and African American retention/graduation rates of 87.1 percent and 49.4 percent continue to place the University above the 90th percentile compared to its national peers (moderately selective Consortium for Student Retention Data Exchange participants).
- 4. The most recent 6-year graduation rate of 57 percent for underrepresented minority students participating in the Office of Multicultural Affairs mentoring program is essentially equal to the overall University rate.
- 5. For fall 2002, the University enrolled 10 of the 27 **system partnership** students it had admitted. For fall 2003, as of the end of May 2003, the University has received 82 partnership student applications and has accepted 25.
- 6. The University continues to serve as the host site for the pre-college summer experience for Philadelphia area high school students between their sophomore and junior years.

Information regarding **student research with faculty** and additional **special initiatives for underrepresented minorities and socio-economically disadvantaged students** is provided in the student success subsection of the UPP section of this report.

High-Need Academic Programs

1. Enhanced recruitment and other initiatives resulted in an increase in the proportion of science and technology majors at WCU, from 7.81 percent for fall 2001 to 8.38 percent for fall 2002. For the same period, the number of high-need health majors rose from 5.6 percent to 6.05 percent.
2. The University's MS and certificate programs in applied statistics were approved by the Board of Governors in July 2002.
3. The Curriculum and Academic Policies Council (CAPC) has received proposals for a graduate certificate in emergency preparedness, a minor in adapted physical education, and a certificate in parish nursing, all of which are responsive to identified community needs.
4. The most recent Title II (national report card) results indicate that 100 percent of those students completing WCU's programs in English and special education passed their respective specialty area exams.
5. Each year, the University prepares the largest number of teachers certified in the Commonwealth of Pennsylvania.

Economic Development Activities

1. Thanks in part to West Chester University's leadership in the Philadelphia/West Chester PreK-16 Council, the State System and the Pennsylvania Department of Education have received two federal grants focusing on urban education. West Chester University's School of Education is serving as the fiscal agent for the portions of the Teacher Quality Enhancement Award and GEAR-UP grant that are earmarked for Philadelphia. (**Government Collaborations**)
2. Through May 2003, twenty-nine corporate clients have held events at the Graduate Business Center, with a total attendance of more than 1,000. (**Corporate and Business and Industry Collaborations and Alliances**)
3. More than \$500,000 in Guaranteed Free Basic Skill and Information Technology Training has been awarded to 24 businesses in Chester and Montgomery counties. (**Business and Industry Collaborations/Workforce Development**)
4. Funded by a faculty member's grant, the School of Health Sciences and the Amazon Center for Environmental Education and Research are partnering to offer for-credit environmental education courses in the Amazon to universities nationwide. (**Education/Government Collaborations**)
5. The School of Health Sciences Health Career Partner Program, funded by a \$90,000 Johnson & Johnson "Bridges to Employment" grant, acquaints local high school students in a district with significant Latino enrollment with health career opportunities and helps address the need for healthcare workers in the region. (**Government Collaborations/Workforce Development**)
6. Corporate training activities include programs provided for 100 Planalytics employees (fundamentals of emotional intelligence and team building), Brandywine Valley Heating and Air Conditioning (Microsoft Outlook training), and Becker Convisor (Certified Financial Analyst review courses). The University has also recently developed a \$60,000 training contract with St. Francis Hospital. (**Corporate and Business and Industry Collaborations/Workforce Development**)
7. WCU's Twardowski Career Development Center has established linkages and relationships with approximately 400 Pennsylvania companies and government agencies. The Center is also providing increased employment opportunity assistance to alumni: 34 percent of the electronic resumes now on file in the office are those of alumni. (**Workforce Development**)

Resource Development and Utilization

1. The Fund for West Chester University, established to **attract and manage new resources** for the University, has developed partnerships with private developers to construct student housing that will add more than 800 new resident spaces. Groundbreaking is on schedule for summer 2003.

2. Groundbreaking has occurred for one of two on-campus parking garages being built in partnership with, and to be managed by, the Borough of West Chester. (**Government Collaborations/New Resources**)
3. The purchase with University funds of the School of Business and Public Affairs' Graduate Business Center, noted above, represents an unprecedented entrepreneurial effort for the University and the System.
4. For FY 2002, **giving** to the University totaled \$3.57 million, a 25 percent increase over FY2001 and 58 percent above the \$2.25 million campus goal. Alumni participation increased by 20 percent.
5. The public phase of the University's capital "Campaign for Excellence" was announced in March 2003. Forty-four percent of its \$25 million goal has already been achieved. (**Attracting New Resources**)
6. **External grant** proposal submissions for the past 10 months (July 1, 2002, to May 1, 2003) number 96, or 29 percent more than the total for the same period last year. The 10-month requested dollar amount totals \$10,757,166, an historical high that is 23 percent greater than the total for FY 2002. Awards to date in FY 2003 total \$3,677,482, representing 45 new awards.
7. Among the notable awards are a National Endowment for the Humanities challenge grant of \$300,000 toward a \$1.5 million endowment for WCU's Poetry Center; the \$300,000 National Geographic Society grant for the Amazon environmental research center mentioned above; a \$1 million National Science Foundation grant to enhance the Science Center's electronmicroscopy laboratory and materials research center; and a \$394,725 FIPSE grant to fund the School of Education's Institute for Educational Excellence and Entrepreneurship, which will prepare educational entrepreneurs and support curriculum reform in teacher education. The University's FIPSE grant is one of only 60 FIPSE proposals nationwide to be funded, out of more than 1300 applications. (**Federal Grants**)
8. In the Division of Administrative and Fiscal Affairs, an effort to **streamline functions**, reduce redundancy, **reduce costs**, and become more responsive to constituent needs is underway and already producing positive results.

Additional information regarding **increased productivity, staff and faculty development activities**, and **strengthening management practices** are presented in the Human Capital Development Transformation and Resourcefulness Transformation UPP subsections of this report.

University Performance Plan

Each fall, as part of her welcome address to the campus community, the president outlines specific "Presidential Intentions." In addition to responding to specific circumstances and evolving needs, the Presidential Intentions address and advance the *Plan for Excellence* transformational goals:

- **Responsiveness Transformation:** West Chester University will increase its responsiveness to the educational and cultural needs of the region.
- **Student Success Transformation:** West Chester University will make student success its defining characteristic.
- **Diversity Transformation:** West Chester University will strengthen its commitment to pluralism, access, equity, and a supportive campus climate for a diverse community of students, staff, faculty, and administrators.
- **Human Capital Transformation:** West Chester University will increase its investment in the continued development of the skills and knowledge of its faculty, staff, and administrators.
- **Resourcefulness Transformation:** West Chester University will diversify the base of its physical and fiscal resources and increase the effectiveness with which they are managed.

Responsiveness Transformation

Because West Chester University priorities and System requirements for the Narrative Assessment Statement overlap, the majority of the University's Responsiveness Transformation initiatives were discussed above under "Academic Quality." Not mentioned in that section, however, are the results of the University's commitment to serving as a regional cultural resource:

1. Partnerships with the Kennett Symphony, the Brandywine Ballet Company, and the Gilbert and Sullivan Society came to full fruition this year, with each of these groups performing in the University's Emilie K. Asplundh Concert Hall for their 2002-2003 season.
2. Groundbreaking for the University's School of Music and Performing Arts Center is on schedule to occur in fall 2003.

Student Success Transformation

Again, overlap exists between this transformation and the Narrative Assessment Statement discussion of student achievement. Additional student-success initiatives include the following:

1. During AY 2002-2003, a total of 164 sections, representing 57 courses and 81 faculty, provided 3,062 students with service learning experiences—all record numbers compared to previous years. (***Curricular Enhancements***)
2. Funding was provided to the College of Arts and Sciences and the four professional schools to expand existing programs for involving ***students*** in ***faculty research***.

3. Seven students whose work was supervised by faculty mentors received the WCU Award for Student Research and Creative Activities and presented their research at the University Festival, held in April 2003. (***Student/Faculty Research***)
4. At the fall 2002 School of Music Honors Convocation, 84 scholarships, totaling some \$64,000, were awarded for student academic and artistic excellence.
5. The School of Health Sciences awarded seven faculty-student research teams approximately \$1,000 each in support of their projects. (***Student/Faculty Research***)
6. Staff from the Learning Assistance and Resource Center, the Office of Multicultural Affairs, and the School of Education received Presidential Initiatives funding to provide enhanced tutoring for teacher education candidates taking the PPST 1 examination. (***Advisement/Curriculum Enhancement***)
7. The Pre-Major Advising Center was awarded Presidential Initiatives funding to pilot strategies for enhancing pre-major students' success in gaining admission into their preferred majors. A cooperative program between the advising center and career development attracted 102 pre-major students to career decision-making workshops. (***Advisement***)
8. The Co-curricular Portfolio Work Group is developing a system for the University that will officially document students' out-of-class co-curricular experiences, such as leadership positions, campus involvement, paraprofessional jobs, and community service. The group has developed a program that was piloted with eight students this spring and will be expanded in the fall. (***Curriculum Enhancement***)
9. The Learning Communities project, identified by Middle States as a "best practice," has been expanded for fall 2003 to include two communities for pre-major students, including one for commuter students. (***Curriculum Enhancement***)
10. CAPC has worked with the University's academic departments to bring all programs into compliance with the State System Board of Governors' 120-credit-hour policy. Catalog copy, advising sheets, and promotional materials have been revised accordingly. (***Advisement/Curriculum Enhancement***)
11. The Office of Greek Life and Student Organizations included a record number of participants (123) in its SAIL (Students Actively Involved in Leadership) leadership-development program.
12. That same office sponsored a special seminar series that focused on helping the presidents of student organizations integrate theories of leadership into their own practices.
13. In 2002-2003, nominations for the annual Student Leadership Awards increased by 32 percent—to 132 nominations for 8 awards.
14. A Student Affairs Endowment Fund was established as part of the University's "Campaign for Excellence." The fund will be used to develop, expand, and

emphasize student leadership programs. The initial target group was made up of the 900 "Who's Who" honorees from the past 20 years. These individuals were solicited to leave a "legacy of leadership."

15. In AY 2002-2003, the University had the highest number of officially registered student groups in the institution's history—213 different clubs and organizations.

Diversity Transformation

AY 2002-2003 has been marked by notable diversity achievements, including the increase in minority faculty reported above. The following listing begins with a minority faculty recruitment effort in which the University takes particular pride:

1. The University and its Frederick Douglass Institute annually support three to five Frederick Douglass Teaching Scholars—advanced minority doctoral students who receive contracts to teach WCU summer courses. Fifteen applications for the honor were received this year. For fall 2002, three former Douglass Teaching Scholars were hired in tenure-track positions. (*Faculty Quality*)
2. The University's ranking on every dimension of diversity (student, faculty, and staff, including administrative staff) continued to be first or second among its System peers (excluding Cheney) and above the average for its national peers.
3. The Office of Multicultural Affairs Summer Institute, which brings underrepresented minority students to campus several days before the start of the fall semester, was expanded to include Board of Governors Scholars. The Summer Institute focuses on academic skill enhancement and community-building activities.
4. For the second year, the Office of Multicultural Affairs and the Twardowski Career Development Center offered the Upper-Level Resident Multicultural Advancement Plan. The program engages 25-30 mostly underrepresented-minority students in resume building workshops, career exploration sessions, etiquette dinners, and so forth. (*With item 3, above, Initiatives for Students of Color and Those from Low Socio-economic Backgrounds*)
5. Marked improvements in persistence and graduation rates have occurred over the past five years for underrepresented minority students.
 - Comparing the fall 1997 to fall 1998 retention rate and the fall 2001 to fall 2002 rate, second-year retention for African American and Latino students increased from 84.4 percent to 87.1 percent and from 77.1 percent to 85.4 percent, respectively.
 - Comparing 1994-1998 to 1998-2002, the percentage of African American students graduating in four years increased from 5.3 percent to 13.8 percent. Comparing the same timeframe, rates for Latino students increased from 16.7 percent to 26.8 percent.
 - Six-year graduation rates for African American students increased from 31.5 percent for the fall 1992 cohort to 49.4 percent for the fall 1996 cohort.

- Improvement in minority employment (in addition to the improvements noted in the Narrative Assessment Section) has also been marked. For example, from fall 1998 to fall 2002, the proportion of minority executives increased from 8.7 percent to 15.6 percent.
- 6. The Leadership, Unity, Volunteerism, and Image Maker (LUVIM) Speakers Series, funded by the Student Government Association, showcased a number of presentations by minority speakers—including two Latino, two Asian American, and four African American speakers—whose topics appealed to both minority and majority audiences.
- 7. Diversity training was provided to all paraprofessional staff in the Division of Student Affairs—which is, in itself, a diverse group. Approximately 25 percent of the Sykes Student Union staff and 30 percent of the residence life paraprofessional staff represent the range of minority groups served by the University.
- 8. The spring 2003 University Civility Day theme was *Embracing the Arts: Civility and Community*. This theme emphasized appreciation for the contributions that diverse points of view make to the education of WCU students and the community-building power of the arts and humanities.

The University continues to work to increase the number of African American students it serves. Unfortunately, the odds are formidable given the region's flat demographics, national college-attendance trends, and intense state- and nationwide competition. Such competition includes scholarship support and the provision of regular admission into desired majors for students who, at WCU, qualify only for pre-major or special admission.

Human Capital Development Transformation

Along with the achievements noted in the Narrative Assessment Statement section of this report, the University has engaged in extensive efforts to increase faculty and staff effectiveness in dealing with their roles and performance expectations in the complex setting of a regional comprehensive university. **Staff development** activities include programs to enhance leadership and technical skills. In addition to the enhancements in faculty **teaching quality** already outlined, efforts to increase the effectiveness of faculty have focused on such areas as these:

1. Extending the teacher-scholar model across WCU's rich array of academic programs
2. Finding the means to support the variety of scholarly activities required by those diverse disciplines
3. Enhancing faculty advisement functions and skills

The many programs the University developed over the past academic year to enhance its human capital include the following examples:

1. Extensive discussions regarding the meaning of the teacher-scholar model that is advanced in the *Plan for Excellence* were initiated in every major academic unit

of the University. As noted previously, Presidential Initiatives funding was provided to advance the schools' and college's efforts to achieve those ideals. Such discussions are critical to WCU's fulfillment of its vision of serving as a model for regional comprehensive universities.

2. **Faculty development** continues to be a University priority, as witnessed by the level of centralized support (i.e., beyond that provided by individual departments and offices). From July 2001 through February 2003, centralized support amounted to over \$400,000 and involved 388 faculty.
3. Initiated by the Faculty Research Consortium, the most recent "Research Day" offered more than 50 faculty and student exhibits and presentations of joint and individual publications, creative work, and research. (**Faculty Quality, Student/Faculty Research**)
4. "Training for the trainer" on TRAC-DAT (a software package that automates record-keeping for the University's assessment and learning outcomes initiatives) was provided to 10 faculty. Five departments were recognized by "Best Practices in Assessment" awards for their assessment work, and nine programs were awarded a "Certificate of Recognition" for their ongoing commitment to model assessment practices. (**Faculty Quality/Development**)
5. As part of the Student Success Transformation, the Faculty Advisor Work Group has developed the components of a training program for faculty advisors and recommended how this training should be implemented. The work group submitted its report in spring 2003. Following campus discussions this summer, implementation will begin in fall 2003. (**Advisement**)
6. Among the Pedagogy for Engagement workshops this year was one devoted to the skills for engaging students effectively in the large lecture sections essential to the University's efforts to continue to improve its **productivity**.

Resourcefulness Transformation

Many of the University's resourcefulness efforts were noted in the Narrative Assessment Statement "Resource Development and Utilization" section of this report. Overall, progress on the Resourcefulness Transformation has been at least as dramatic as that for any of the other transformational goals in the *Plan for Excellence*. The following results are in addition to the progress already noted above:

1. The progress for several self-supporting centers is notable. Examples include the relatively new Center for Social and Economic Research and the Internet Presentations Group; together these have received over \$225,000 in contracts. In addition, the University's Office of Graphics and Printing is achieving self-sufficiency through a combination of internal and external contracts, including some from other State System schools. (**Collaborations/Attracting New Resources**)
2. External funding for selected performing arts events has exceeded the goals established for AY 2002-2003. Examples include sponsorships secured from

AstraZeneca, Electronics Boutique, and WHYY—the dominant National Public Radio and Television station in the Delaware Valley region. (***Attracting New Resources***)

3. Facilities Division's adoption of TMA processes for tracking work orders is achieving significant improvements in cost controls. (***Strengthening Management Practices/Increased Productivity***)
4. Initial discussions with staff about implementing the non-faculty advising plan—part of the recent State System-initiated change in the faculty bargaining unit contract—suggest considerable opportunities for ***enhanced student advisement*** and ***reduced costs***.
5. PeopleSoft implementations continue on schedule and signify increased efficiency across all University divisions and functions. (***Technology Enhancements/Increased Productivity***)
6. WCU is increasingly recognized and consulted as a leader in PeopleSoft implementation.
7. Over the past four years, technology training seminars and workshop sessions for faculty, staff, and administrators have increased by 150 percent, from 250 in FY 2000 to 375 this year. (***Technology/Staff and Faculty Development/Increased Productivity and Efficiency***)

Summary and Conclusions

Unlike last year, when the University met or exceeded 90 percent of the System-established targets for the 17 performance funding indicators (the highest rate in the System), WCU is unlikely to meet or exceed more than 20 percent of this year's System-established target levels. Despite the fact that WCU's performance has varied by only a few percentage points on most measures and has, in fact, improved on several, the System-established performance targets will incorrectly define WCU as a low-performing institution this current year. Such a reversal in a single year suggests the potential need for a review of the methodology being used by the System to establish individual university targets.

In fact, as the achievements presented in this report suggest, West Chester University has made outstanding progress toward its vision of being a model for regional comprehensive universities. This conclusion is reinforced by preliminary analyses of the University's performance on the 64 measures that will be used to compare its performance to that of its System, statewide, and national peers. As was the case last year, WCU will likely exceed the average performance of its peers on over 80 percent of the measures.