

**GRADUATE EDUCATION  
AT WESTERN MICHIGAN UNIVERSITY:  
OUR FIRST FIFTY YEARS AND  
STRATEGIC PRIORITIES FOR THE FUTURE**

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## **INTRODUCTION**

In February 2007 Western Michigan University will mark its fiftieth anniversary of University status. Even more important in many ways than our recent founding centennial, establishment as a University marks our commitment to what is now a half-century of graduate education. More than fifty-four thousand of our alumni hold graduate degrees from WMU, including over five hundred specialist and nearly two thousand doctoral degrees. The last fifteen years, in particular, have witnessed rapid growth in doctoral education, from a handful of programs to more than thirty. Master's concentrations and certificate programs also have grown in number.

As our graduate alumni assume positions of responsibility in higher education, government, schools and human services agencies, and a host of private sector venues, our University takes great pride in our achievements in graduate education. Over the years, on modest resources, and in the face of many obstacles, Western Michigan University has won a place in graduate education that has transformed our institution as well as contributed to the economic and intellectual life of our state, the country, and many parts of the world. We are committed as never before to graduate education and research as integral parts of our University mission.

But on the eve of our 50th anniversary, we face a challenge of declining resources more serious and enduring than any such crisis in the past. We are by now too familiar with the circumstances of declining state support, coupled with the fact that we continue to graduate undergraduate classes considerably larger than our freshman classes each year. We will be grappling with these sea changes for years to come, and they affect every facet of our University.

Support levels for our graduate programs have been a serious issue in the best of times. We have been challenged to maintain competitive levels of graduate financial aid, to build adequate faculty resources for critical programs, and to provide infrastructure and equipment for a more intensive research agenda. The current fiscal crisis has exposed a reality we can no longer ignore: our University is programmatically overextended, committed to a broader array of programs than available resources can support at the levels of excellence we all expect for ourselves, our students, and our whole institution. All programs, including our very best, are being starved for resources, and in the long term will suffer irreparable damage without major changes in how we conduct and support our graduate enterprise.

## **GRADUATE PROGRAM REVIEW**

Nearly a year ago we began a process of comprehensive graduate program review, something never before attempted at WMU. The goal of the review process was **“a determination of which graduate programs, new or old, are highest strategic**

**priorities in academic affairs and the University, and, as such, should become investment centers for positions and higher levels of operating funds during the next several years.”<sup>1</sup>** Given that no significant additional resources for program development may be expected in the foreseeable future, we will reallocate faculty lines, graduate financial aid, and support resources to enhance programs that emerge as qualitative strategic priorities. Ultimately we want to align our program offerings more appropriately with our likely resource base, position strong programs to grow enrollment and reputation, and improve competitiveness for external funding as public and private sector priorities evolve.

The program review process provided a wealth of information and insight about graduate education at WMU. Everyone connected with this effort deserves the University’s gratitude for having completed a rigorous process. But the results only underscore how wrenching any meaningful realignment of resources will have to be. The degree to which program reviewers cited insufficient resources, often to the point of compromising program quality, was far beyond our worst expectations. Yet of the 114 programs reviewed and placed on a scale of 5=strongest to 1=weakest and most marginal, at the department level the overwhelming majority of existing programs scored a 5 or a 4. Although fewer programs scored 5 at the dean review level, nearly as many scored 5 or 4 as in the department level review. The team reviews were considerably more critical, but even at this level recommendations for program closure or consolidation identified small programs with very few students or faculty commitments, in other words programs with no significant resources to reallocate:<sup>2</sup>

RATING SCALE	5	4	3	2	1
Department review	75	21	8	4	3
Dean review	45	43	12	10	4
Team review	13	42	37	11	9

The goal of the review process cannot be achieved through cosmetic or small-scale changes in our program offerings. The program reviews suggest that we cannot support all of our programs that have some level of quality. To confine our decisions to the implied limitations of the review ratings would make the results insignificant and question whether our institution is capable of making the painful decisions necessary. Major changes will be required if we are to realize the goal of balancing our program breadth with adequate resources, and thus position the University for future growth in graduate education.

Facing this sobering reality demands that we also weigh several additional characteristics of graduate programs at WMU dramatically exposed in the review process and by ongoing discussion with faculty, chairs, and deans over the past year:

<sup>1</sup> Graduate Program Review Evaluation, July 18, 2005: p. 1.

<sup>2</sup> Please note slight discrepancies in totals due to occasional joint ratings of master’s and doctoral programs at various levels.

- The arguable insularity of many programs in conception and operation, a relative absence of effective collaboration across departments and colleges, and consequently a degree of course and program replication. The few existing program attempts to cross departmental, school, or college lines have been compromised by inadequate coordination. Much of the course and program replication is the consequence of an excessively vertical and narrow curriculum review system, lack of coherent academic administrative oversight, and a University academic structure reflecting the world of graduate education and the state of disciplines decades ago.
- Another feature of WMU programs, as indicated by the recently revised Carnegie classifications of institutions, is a relatively low rate of graduate-undergraduate program co-existence. Co-existence emphasizes the importance to excellent undergraduate programs of quality graduate programs residing in the same units, as opposed to graduate programs that stand alone. WMU's marginal performance in this category is one of the issues that separates us from institutions we have traditionally reckoned as peers; so also is the corollary imbalance of professional to arts and sciences graduate programs and degree production.
- "Programs within programs." Tracks or concentrations have emerged within graduate programs that in many cases demand specialized courses and faculty lines for accreditation but have not been accounted for in any curriculum review or budget planning process. We owe this development to increasingly lax curriculum review in recent years as well as ambiguous curricular terminology. The recently completed review process did not identify completely the curricular and resource issues involved in the emergence of these options. Some "tracks" were reviewed as separate programs; others were not. The review process did not include the complex examination of curricular structure required to establish clear resourcing priorities for these tracks. Such a process will need to occur in conjunction with planning for reallocations, with the understanding that some departments are simply too overextended for the University to respond with resources for every track. Specific issues of this sort are raised in the discussion section below. New policies for the development, management, and review of "tracks" and "concentrations" will be developed during 2006-2007 as part of ongoing review of graduate programs.
- Many faculty in small departments participate in graduate education only with difficulty because their departments lack programs of their own. Some doctoral programs engage only a minority of faculty in their departments. Major structural changes must be considered to stimulate interaction and improve support for faculty working in allied fields. We also need to think in terms of how faculty strengths across the University, rather than individual departments or colleges, can respond to priorities in graduate education being set by government and society.

- Although we elected not to conduct undergraduate program reviews simultaneously with the review of graduate programs, any meaningful reallocation of resources for graduate education will have major implications for the resource situation in undergraduate education as well. Some issues, particularly as they relate to enrollment management, teacher education, and general education, unavoidably have become part of the dialogue on graduate reviews and our thinking about how better to resource selected departments and programs. Some decisions must be made now and consequently will influence the undergraduate review process scheduled for the 2006-2007 academic year. The graduate review process has helped to identify undergraduate program families with particular sets of issues as we try to make this next review process more manageable for everyone.

## **CHARTING A COURSE**

Western Michigan University must set off on its second half-century of graduate education with an array of programs reflecting strategic direction, maximal synergy of effort among faculty and across academic units, the University's mission statement, and international and national objectives. While the number of programs and options will decline, programs going forward will be better resourced and include several new initiatives. We will advance our globalization efforts institution-wide. Major advances in distance education and Extended University Programs will emerge as we deliver programs through our distributed educational network. Through more efficient use of our resources, growth in overall graduate student enrollment can and must occur. Stronger, deeper, better funded programs will be expected to improve the University's success record in securing external funding as well as the overall quality of graduate education at WMU.

Resourcing graduate education means more than faculty lines and graduate financial aid. We have issues of facilities, library and equipment, recruiting and retention, research and publication support, and administrative infrastructure. Our commitment to graduate education will be as programmatically broad as we can manage with our resources, while mindful of our complexity and existing strengths as an institution. We will focus on the following priorities:

### College of Arts and Sciences

1. Research and doctoral education in the physical and life sciences
2. Expansion of work in science, mathematics, and environmental education
3. Medieval studies and creative writing programs as centerpieces of the humanities
4. Implementation of a doctoral program in the School of Communication
5. Restructuring and strengthening the capacity of the college in world languages instruction and language acquisition
6. Crossdisciplinary program structures to synergize the college's faculty strength in issues of globalization and multiculturalism, including comparative and cultural

studies, stewardship of place, ethnic and material studies, and systems of thought; maintenance of a level of public outreach and applied studies

#### College of Education

7. Continuation of long-established graduate programs in counselor education and counseling psychology, educational leadership, and special education, with enrollment reduction and curriculum review
8. Expansion of programs in early childhood education and family studies and related faculty research
9. A new emphasis on post-baccalaureate teacher education programs concentrating on collaboration with priorities across colleges

#### College of Engineering and Applied Sciences

10. Interdisciplinary approaches to doctoral education in engineering while continuing strong master's programs across the college

#### College of Fine Arts

11. Sustained national reputation for excellence of the School of Music and the Master's of Music program
12. Higher quality of the Master's of Art Education in the School of Art

#### Haworth College of Business

13. Revitalization of the Master's of Business Administration, through enrollment management and restructuring of specialized programs in sector administration and human resource development

#### College of Health and Human Services

14. Enhanced support for Blindness and Low Vision Studies, Speech Pathology and Audiology, Physician Assistant, and related research activities
15. Major coordination and development efforts in integrated and holistic health care, public health, and related interdisciplinary programs

The foregoing is a very ambitious agenda. It will not be fulfilled without a multi-year strategy, resource reallocation and administrative change of a magnitude never before attempted at WMU. Implementation involves selective program establishment, enhancement of some programs and maintenance of others, program mergers, and numerous closures. Departmental reorganization and possible mergers, to build synergy and reduce administrative costs, are among the administrative and organizational changes actively under consideration, as is identification of appropriate administrative homes for selected activities now scattered among several units.

Enrollment management at both the graduate and undergraduate levels will be critical. Some of the programmatic and departmental changes are complex and will require extensive faculty consultation concerning their possible implementation. This document identifies a number of specific issues for which faculty task forces, in collaboration with

the Office of Academic Affairs, academic deans and chairs, will be asked to consider and develop detailed implementation plans.

# DISCUSSION

## COLLEGE OF ARTS AND SCIENCES

### **1. Research and doctoral education in the physical and life sciences**

The physical and life sciences constitute one of the most important research aggregations in the University. Additional resources, especially in the form of faculty lines and enhanced graduate financial aid, are required to move this collective enterprise forward and to increase the degree productivity of the disciplines. We will maintain resource levels for Chemistry and increase them for doctoral work in the following disciplines:

- Biological Sciences
- Geosciences
- Physics

The Department of Physics and the Department of Geosciences, in addition to current programming, are requested to develop undergraduate offerings in astronomy, astrophysics, astrogeology and related space sciences within the context of a significantly expanded college program in science education (see below).

The MS in Molecular Biotechnology will be closed by departmental recommendation. The MA in Earth Science will be closed and the K-12 initiative in that program moved to an expanded program in science education. The aforementioned science disciplines should each have single, unified MS and PhD tracks.

The MA in Physics should be redefined as a Master's of Science degree.

#### Departmental and Programmatic Configuration

The aforementioned departments, together with the Department of Geography, are requested to enter discussion as to whether existing disciplinary organization is sufficient and appropriate to move forward, or whether a different organizational structure would be more productive to research and interaction. Although fiscal constraint is a concern in urging the sciences to reduce the number of departments, the primary considerations are programmatic, and the effectiveness of collaboration and research configurations.

## Geography

We will maintain resource levels in Geography with emphasis on geographic information systems and invite that discipline to consider more advanced graduate programming beginning 5-6 years in the future.

The MA in Teaching of Geography will be closed and any continuing initiative in that area integrated with an expanded program in science education and/or environmental studies.

The key component in geography is continued integration of research and training in GIS into the physical sciences and as a research contribution to environmental work.

## Mathematics

Support at current levels for the PhD in Mathematics will be continued; existing tracks at the master's level to be consolidated into a maximum of two, per departmental recommendations in response to the review process.

Support for Mathematics Education programs will be maintained at current levels.

## Statistics

The PhD programs in Statistics, and the MS in Biostatistics, will be closed. The MS in Statistics will be maintained but potentially with reduced levels of graduate financial aid.

## *Departmental Merger Discussion*

*The issue of merging the Department of Mathematics and the Department of Statistics—two units only recently separated—requires discussion in the near term.*

## Psychology

Support for the highly productive MA and PhD in Behavior Analysis will continue at current levels. The PhD and the Specialist in Arts program in School Psychology will be closed, as will the MA in Industrial and Organizational Psychology. The University cannot support the PhD in Clinical Psychology and the department should focus on its historic strength in behavior analysis.

## **2. Expansion of work in science, mathematics, and environmental education**

Science Education represents a major area of national recognition and the opportunity to expand resources significantly. The MA and PhD programs in this area will receive additional support within a major, multidisciplinary effort.

WMU has firmly established strength and reputation in mathematics education and support for the MA and PhD programs in this areas will be maintained.

The University also has begun to establish a record in environmental education but needs to do much more in this area. This area is worthy of additional resources in its own right, but also in relation to setting the direction for teacher education and enrichment programs to respond to emerging areas of national priority in K-12 teacher preparation.

### *Discussion: Expansion of the Mallinson Institute*

*A major reorganization of presently fragmented work in these areas is called for, provisionally around an Institute for Science, Mathematics, and Environmental Education, possibly including the appointment of faculty thereto.*

### *Program Initiative*

*Faculty in Environmental Studies and related fields are invited to propose a program focusing on environmental education at the graduate level.*

## **3. Medieval studies and creative writing programs as centerpieces of the humanities**

Among the strong programs in humanities at WMU two stand out in academic reputation and the established ability to attract graduate students nationally and internationally.

### *Medieval Institute*

Few areas of the University have attracted more international attention than the Medieval Institute. The time has come to resource this enterprise so that the growing record of scholarship and graduate education in medieval studies at WMU can aspire to a level of recognition comparable to the Medieval Congress and the publications programs in the area. We are ready to devote additional resources to medieval studies. How we do so requires faculty input responding to specific issues.

Discussion: Strengthening Medieval Studies at Western Michigan University

A doctoral program in medieval studies is included among possible program initiatives. At this point the proposal should be regarded as symbolic of the decision in Academic Affairs to enhance resources to medieval studies. Faculty should regard the proposal as an attempt to address interdisciplinary issues. Faculty may determine that it is not the best enhancement strategy. But at a minimum we believe the Institute should include a strengthened interdisciplinary faculty board to direct the admissions, awards, examinations, and to some extent the dissertation processes across this area. Development of future faculty hiring priorities must include decisive interdisciplinary direction beyond the informal, and not be determined by priorities within departments. The overall administrative structure of medieval studies and allied enterprises, including publications, requires review and most likely resource enhancement.

We will initiate discussions with the Medieval Institute board, the college dean, and stakeholder departments as soon as possible to determine how resource enhancement may best be applied to medieval studies. This interdisciplinary effort should be one of the crown jewels of the University.

Creative Writing and the Department of English

The MFA in Creative Writing is rapidly developing an international reputation and we need to devote additional resources to this program. Given that the program is primarily in the Department of English, resourcing the MFA in Creative Writing raises a host of programmatic and support issues.

We will continue to support the PhD program in English but note that a creative writing track has emerged there. Whether the PhD is an appropriate title for a creative writing doctorate is open to question and requires discussion going forward. In a broader sense, redefinition of the purpose(s) of the PhD in English is required.

Several tracks appear to exist within the English MA: a general track, Professional Writing, and Teaching of English. Here again, discussion is needed and the tracks will be maintained, for now. We fundamentally disagree with recommendations to collapse or close the track in Professional Writing, and we have reservations about developing or continuing the Teaching of English track (although content courses designed for in-service teachers working on continuing certification may be attractive).

Two other matters central to enhancing the strength of creative writing, while continuing a strong doctorate and master's in English, must be included in future discussions. First, we are aware of the need to find support for publication efforts in the department, and any serious commitment to creative writing must include additional resources here. We will charge the graduate dean with studying the issues of research and creative publications produced at WMU and recommending ways to proceed.

Second, the Department of English maintains staggering commitments to undergraduate majors, teacher education, and general education. Part of the strategy for future support to the department will be undergraduate enrollment management, particularly significant reduction of the number of English majors in secondary education and examination of better ways to manage proficiencies.

#### **4. Implementation of a doctoral program in the School of Communication**

The School of Communication operates one of the finest MA programs in the country. Discussion of doctoral work has been in abeyance for several years owing to the lack of resources. Reviews at the team level identified particularly high faculty research productivity, national reputation, active outreach and collaboration programs, an enrollment pattern exceptionally diverse for WMU, and implementation for several years of quality-driven enrollment management. The department is poised to move forward with excellent programming.

*Program Initiative: Faculty in the School of Communication are invited to propose a doctoral program with anticipated implementation in Fall 2008.*

#### **5. Restructuring and strengthening the capacity of the college in world languages instruction and language acquisition**

Recent policy statements at both the federal and state levels tell us that the country is on the brink of a major shift in emphasis in foreign language instruction and accommodation. The National Security Language Initiative, and the State of Michigan's new K-12 curriculum architecture, call for resourcing world language instruction as never before. WMU must seize the initiative in this area in order to position itself to compete for external funding, establish strength in a broad array of language instruction, and build needed support for faculty research and graduate work requiring languages other than English. At present we are utterly unprepared to do so.

For many years foreign language instruction at WMU has been dominated by the need for Spanish, rationalized by the country's gradual transition toward a bilingual culture in some sectors and regions. The result has been the default impoverishment of other foreign language instruction. The University has failed to provide advanced or in some cases even elementary offerings in languages spoken by nations and cultures likely to be major economic and geopolitical competitors of the United States within the next two decades. Programs to advance even the acquisition of English as a foreign language have been marginalized. The University's potential as a resource center for language and translation services has been deliberately neglected.

Foreign language instruction at WMU has been marked by the relative absence of flexible delivery methods and sometimes has been isolated from scholarly work in

cultural studies. There has also been growth of scholarship in a variety of language acquisition and linguistics-related areas at WMU, in areas as disparate as speech pathology, anthropology, and education. Faculty groups already have made tentative efforts to give programmatic shape to language acquisition needs, and these discussions need to continue within a wider context.

The University now needs a range of both graduate and undergraduate programming in world language instruction and related areas to address these long-standing issues and prepare us to meet emerging challenges.

### Department of Spanish

In order to redirect resources to a broader range of world language and related needs, the PhD program in Spanish will be closed. The MA in Spanish will be retained.

### Department of Foreign Languages

One of the relatively few new program proposals to come forward during the review process is a Master of Arts in World Literatures and Language Studies. This proposal is a significant step forward for language instruction at the graduate level but needs to be broadened considerably in its purview to embrace cultural studies and additional faculty presently outside the department.

### Program Initiative/Administrative Restructuring

We invite the Department of Foreign Languages to continue discussion of the proposed MA in World Literatures and Languages Studies with appropriate expansion to include other faculty involved in foreign language, language acquisition instruction, and cultural studies.

The Department of Foreign Languages and the Department of Spanish should begin discussions toward administrative reorganization that will unify the foreign language and language acquisition efforts at WMU. These discussions also may involve the faculty in ESL instruction as well as other areas. Two considerations driving the recent creation of a separate Department of Spanish will no longer obtain as the result of program closure and anticipated enhancement of faculty depth in other areas: numerical preponderance of faculty in Spanish over other foreign language faculty **combined**, and existence of a PhD program in Spanish in the absence of graduate programming in other foreign languages.

A faculty task force will be commissioned to explore a possible School of World Languages and Cultures linked to the College of Arts and Sciences and the Haenicke Institute in a manner to be determined. The school will be a focal point for global and

international studies in the college as well as a broad agenda of language and language acquisition activities across disciplines. The envisioned unit represents a major reconfiguration of resources in the college and also may be designed to provide additional venues for graduate education for a number of departments not yet fully engaged. Activities of the school may also reach into other colleges and the enterprise may be located in the Graduate College facilitated by the graduate dean.

**6. Crossdisciplinary program structures to synergize the college's faculty strength in issues of globalization and multiculturalism, including comparative and cultural studies, stewardship of place, ethnic and material studies, and systems of thought; maintenance of a level of public outreach and applied studies**

Although internationalization and broadening of interdisciplinary and multidisciplinary programming, wherever possible and desirable, are among the major strategic priorities in moving graduate education forward, quickening the pace of response to emerging national and state priorities in curriculum, especially in the areas of globalization and multicultural studies, falls largely to the group of disciplines in the social sciences and humanities.

The social sciences and humanities divisions of the College of Arts and Sciences present a great many interrelated issues. Faculty in these divisions contribute heavily to scholarly activity in the University and to graduate education. Some of the graduate programs, however, appear to have been conceived with little regard for the potential of scholarship in allied disciplines. Others have taken on heavy public service and regional work. There is a glaring imbalance among fairly well developed doctoral programs, smaller and newer programs struggling to move forward, and several small departments with outstanding records of scholarship and no doctoral component.

Considering other priorities of enhancing the science and health areas of the University, finding additional resources for these efforts in the near future will be extraordinarily difficult. The strategy here is to resource a very small number of areas wherein the University has established a strong reputation, and to seek major reorganization of graduate programming across disciplines to bring as much scholarship and programming as possible to bear on these issues. We must find more effective, productive, and efficient ways, through restructuring and much greater collaboration across departments, to synergize contributions from all the units in these two divisions more fully in graduate education.

Philosophy

We will maintain the MA in Philosophy but in the near term may need to reduce GA/DA support.

### Comparative Religion

Support for the MA in Comparative Religion will be maintained but in the near term GA/DA funding levels may have to be reduced to accommodate other priorities. The PhD in Comparative Religion will be closed.

### Sociology

The MA and PhD programs in Sociology will be maintained at more or less their present support levels, with the caveat that tracks be prioritized and the overall nature of the program examined. The MA track in Applied Sociology will be closed.

### Economics

Support for the MA in Applied Economics will continue at approximately current levels. The PhD program in Applied Economics will be closed.

### Political Science

Support for the MA and PhD in Political Science will continue at approximately current levels.

Support for the MDA in Development Administration also will be maintained at current levels, with the understanding that this program may play an important role in broad restructuring issues in global/international and cultural studies discussed below.

### School of Public Affairs and Administration

The School of Public Affairs and Administration, and the PhD program in Public Administration, will be closed. Support for the MPA in Public Administration will continue at approximately current levels. The certificate programs in Health Care Administration and Nonprofit Administration will be transferred to the Haworth College of Business.

### Departmental/Program Merger

*The School of Public Affairs and Administration will be closed and administration of the MPA program moved to the Department of Political Science appropriately renamed.*

## Department of Anthropology; Department of History: Certificate in Ethnohistory

Although each of these departments has unique strengths and separate issues, they administer together a promising certificate program in ethnohistory. This relatively young program has attracted graduate students and resulted in significant crossdisciplinary collaboration. Together the two departments should collaborate further in areas of material culture interpretation and conservation both in a scholarly vein and in broad service to the University's and our region's own needs in this area. Development of this area also should include global and intercultural dimensions and have a strong relationship with the restructuring of the foreign languages training.

### Program Initiative

The Department of Anthropology and Department of History, together with faculty in other areas, are invited to begin planning for a master's degree program in the general area of ethnohistory and material culture studies, including a possible applied track.

### Department of Anthropology

The MA in Anthropology will be maintained at approximately current support levels. But as the foregoing discussions imply, this department, and other small departments in the social sciences and humanities, need to be resourced to participate more broadly in graduate education at WMU in several areas. Conversely, with present resource levels the department has difficulty in mounting a graduate anthropology program covering the traditional areas expected of such programs.

### Department of History

The PhD in History will be maintained. However, given the extensive involvement of the department with medieval studies, ethnohistory and related issues, the issue of how to direct and administer resources to the program is complex and requires broad discussion going forward. The department appears to be well along in identifying focal areas for doctoral study. The MA in History also will be maintained but its function and focus requires clarification. The public history option should be strengthened in connection with broadened collaboration across disciplines, and should be included in the history-anthropology program initiative discussion.

Resource planning for the Department of History must include enrollment management designed to reduce the extremely heavy commitment to undergraduate education through enrollment caps on the secondary education history major and serviced course obligations in other areas. History education should not at this point be considered as a focal area for graduate education.

## **COLLEGE OF EDUCATION**

The College of Education contains some of the University's oldest and largest graduate programs. Simultaneous with the graduate program review process the college underwent extensive reorganization. Some of the largest programs are heavily populated with part-time students. Some programs are offered in regional centers only with difficulty. Others have affinities with other colleges that have not been adequately developed. Undergraduate enrollments in teacher education programs lack coherence or a direct relationship to professional opportunity.

College resources appear to be stretched very thin, but as in the case of the non-science areas of Arts and Sciences we do not have the resources to increase faculty lines or graduate assistance to even begin to establish much better conditions. Further, the University needs to move away from the historic predominance of College of Education graduate programs in order to address characteristic or program balance reflected in recent Carnegie classifications. Program consolidations and some transfers of responsibilities appear to be one of the few avenues open to the college. The time has also come for serious enrollment management in undergraduate teacher education programs in order to redirect faculty time to other pursuits, not only in this college but in other units trying to serve these near-runaway student populations.

Program discussions follow the 2005-2006 departmental structure in the College of Education, as reviewers reported, with references as needed to the reorganization effective July 1, 2006.

### **7. Continuation of long-established graduate programs in counselor education and counseling psychology, special education, and educational leadership, with enrollment reduction and curriculum review**

## **COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY**

The MA and PhD programs in counseling psychology continue at more or less present support levels of support, but management is urgently needed to moderate enrollment levels so high that they threaten to compromise program integrity.

The PhD in counselor education will be maintained at current support levels. MA programs in counselor education should be consolidated preferably with abandonment of some of the tracks. This matter will be one for further discussion in the very near future.

The MA in Rehabilitation Counseling and Teaching, offered jointly with Blindness and Low Vision Studies, suffers from apparent coordination problems; administrative responsibility must be identified and these issues resolved by Fall 2006 or the program will be transferred to the latter unit or closed.

The MA in Human Resource Development, if it continues, will be transferred to the Haworth College of Business with appropriate resources.

The MA in Marriage and Family Therapy has been an issue across units and colleges for years. There has been recent discussion of moving the program to the School of Social Work.

### EDUCATIONAL STUDIES

The MA and EdD in Special Education will continue at approximately present levels of support in the newly re-established Department of Special Education and Literacy Studies.

The Certificate and MA in Educational Technology programs are tentatively identified for transfer to a unit reflecting similar issues in technology and information systems, but this matter will be one for continuing discussion.

The MA and PhD programs in Evaluation, Measurement and Research will be merged with the PhD program in Evaluation offered by the Evaluation Center, with the entire enterprise reporting directly to the graduate dean. The merger will be implemented during the 2006-2007 academic year.

The MA in Sociocultural Foundations will be closed. Nonetheless, the University should value what is attempted in this program and the energies and resources applied to it will be integrated with the interdisciplinary efforts in cultural studies described above in the College of Arts and Sciences section. The need for a separate degree of this sort in the College of Education is not evident.

Administration of the MA in Special Education: Teaching Visually Impaired Children will be transferred to the Department of Blindness and Low Vision Studies during the 2006-2007 academic year.

### FAMILY AND CONSUMER SCIENCES

The Department of Family and Consumer Sciences is one of the most productive and dynamic academic units in the University. The faculty have an enviable record of research, program development, international activity, and public service.

The department also appears to be seriously overextended and committed to a breadth of programs, at both the graduate and undergraduate level, some of which do not always seem synergistic within the department but seem more so with other initiatives throughout the University.

For now, we will maintain the MA program in Career and Technical Education and the MA in Family and Consumer Sciences at present levels. But in doing so we envision the transfer of the dietetics option to a location in the College of Health and Human Services. The family life education portion of the program must collaborate with a college effort in early childhood education, as discussed below. The textiles and apparel component remains.

Separate discussion of graduate and undergraduate program and related issues in FCS are unlikely to be productive. The question of how the faculty and programs in this department can synergize most effectively with related University priorities will continue as we move into the undergraduate program reviews.

### HEALTH, PHYSICAL EDUCATION AND RECREATION

HPER is another unit in the College of Education that appears overextended. In maintaining the MA in Physical Education we remain concerned about the proliferation of tracks, accompanied by demanding and separate accreditation issues, and further discussion is required. The MA in Athletic Training and Exercise Science will be maintained as a preliminary decision, subject to discussion on the eventual placement and evolution of the area.

### TEACHING, LEARNING AND LEADERSHIP

The MA in Education and Professional Development: Elementary, and the MA in Education and Professional Development: Middle School, as well as the Specialist in Educational Leadership, will be closed.

The MA in Education and Professional Development: Reading Specialist will be transferred to the Department of Special Education and Literacy Studies per the college's 2005-2006 reorganization plan.

These changes will leave the new Department of Teaching and Learning to concentrate on the MA and PhD programs in Educational Leadership. The MA track in Higher Education Student Affairs should be studied for merger with the general MA track.

Numerous concerns have been raised concerning the recent move of the terminal degree in Educational Leadership from an EdD to a PhD configuration. The program does not appear to be a research-based degree, and there is virtually no chance that we can support research intensification in the program at this time. We need to open the discussion of returning this program to its former nomenclature.

**8. Expansion of programs in early childhood and family studies and related faculty research**

Additional resources will be directed to the MA in Educational Development: Early Childhood Education. This area has historically been strong in the department, and linked with resources in other units, the program could make a dramatic contribution to early childhood education and related issues in both the College of Education and the College of Health and Human Services, as well as synergize with research in human behavior and cognition elsewhere. The recently established Center for the Global Study of Families is a potential focus for collaboration. Variants of this degree might be introduced. Efforts in this area must be multidisciplinary.

**9. A new emphasis on post-baccalaureate teacher education programs concentrating on collaboration with priorities across colleges**

*Program Initiative*

*The department has submitted a proposal for a new master's degree in teaching, focused for the moment on science and mathematics education. We strongly support this initiative which fills a significant gap in college offerings, and will continue discussions to move forward. The degree represents a potentially critical link between the College of Education and the priority we have placed on mathematics and science education in the College of Arts and Sciences.*

## **COLLEGE OF ENGINEERING AND APPLIED SCIENCES**

### **10. Interdisciplinary approaches to doctoral education in engineering while continuing strong master's programs across the college**

Doctoral programs in the college have struggled. Enrollments generally are low. Most of the programs rely heavily on international student enrollment and appear to have done little to recruit, although a major initiative is on the horizon. Reviews indicate concerns about breadth of faculty engagement in some doctoral programs.

During the earliest stages of the expansion of graduate education at WMU beginning around 1990 the Office of Academic Affairs, while supporting the need for doctoral education in western Michigan, nonetheless expressed concern as to how the college could build its record of research and external funding to support this effort across most disciplines.<sup>3</sup> Although the record is now better, more than fifteen years later the concern remains and is indicated in review materials at various levels. Despite the recent opening of a new engineering campus, the reviews also indicate concerns about equipment and facilities fit for today's graduate education and research.

The University is not in a position at this juncture to allocate significant additional resources to engineering programs and may not be able to support even present levels of graduate financial assistance. The college needs to regroup at the doctoral level by organizing a single doctoral program with specialization tracks and some common initial experiences. Nomenclature for the doctorate should be reconsidered.

### **CIVIL AND CONSTRUCTION ENGINEERING**

The MSE in Civil Engineering, as a relatively new and reorganized program, was not subject to the review process and will be maintained although concerns exist regarding resources and faculty stability.

### **COMPUTER SCIENCE**

The heavily enrolled MS in Computer Science will be maintained at current support levels and the PhD in Computer Science will be closed.

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<sup>3</sup> George M. Dennison and A. Bruce Clarke, "Academic Imperatives: The Way to the Nineties: Planning Parameters and Allocations for FY 1990-1991" (January 1990): 23.

## ELECTRICAL AND COMPUTER ENGINEERING

The MSE in Electrical Engineering is the largest graduate program in the college and will be maintained at current support levels. Some fifteen per cent of all international graduate students at WMU are enrolled in this program, which indicates both opportunity and continuing vulnerability. The program is a candidate for increased support should additional resources become available.

We have requested that the college examine the MSE in Computer Engineering program, which appears to have related enrollment and faculty resource issues, and its future configuration within the graduate program array.

The PhD in Electrical and Computer Engineering will be merged into the single college doctoral program in the college.

## INDUSTRIAL AND MANUFACTURING ENGINEERING

The MSE in Industrial Engineering will be maintained at present support levels and has some growth potential in the immediate future. The MS in Manufacturing Engineering also will be maintained for now.

Additional resources will be directed to the MS in Engineering Management program with improved coordination of its relationship with the Haworth College of Business.

The MS in Operations Research will be closed per the dean's recommendation.

The PhD in Industrial Engineering will be merged into the single college doctoral program in the college.

## MECHANICAL AND AERONAUTICAL ENGINEERING

The MSE in Mechanical Engineering will be maintained at current support levels.

The PhD in Mechanical Engineering will be merged into the single college doctoral program in the college.

## PAPER ENGINEERING, CHEMICAL ENGINEERING, AND IMAGING

The MS in Paper and Imaging Science and Engineering represents a long-standing specialty area with wide recognition and only a few national competitors. It is and most likely always will be a small program but has strong independent foundation support.

One of the few proposals for program initiatives to emerge from the graduate review process is to expand graduate programming in this department with a possible new MS emphasizing biochemical and pharmaceutical areas. This kind of conversation about the evolution of graduate programs in the college is gratifying and should continue here and in other areas.

The PhD program in this department will be merged into the single college doctoral program in the college.

## **COLLEGE OF FINE ARTS**

### **11. Sustain the national reputation for excellence of the School of Music and the Master's of Music program**

We will help as we can to continue building this college of distinction, and to encourage discussion as to how the only college of fine arts in the State of Michigan can further its contribution to graduate education.

## **SCHOOL OF MUSIC**

We need to direct additional faculty and graduate financial aid resources into the University's renowned Master's of Music program.

The MA program in Music Education/Teaching of Music will be closed.

### **12. Build the quality of the Master's of Art Education in the School of Art**

## **SCHOOL OF ART**

The MA in Art Education will be the focus of modest additional resource allocation to get the program on a more stable footing.

Both the MA in Art and the MFA in Art will be closed.

## HAWORTH COLLEGE OF BUSINESS

### **13. Revitalization of the Master's of Business Administration through enrollment management and restructuring of specialized programs in sector administration and resource development**

Nearly all graduate work in the Haworth College of Business occurs within the multidisciplinary Master's of Business Administration program. The MBA has one of the largest enrollments of any graduate program in the University. It functions within a college dealing with extremely heavy enrollment also at the undergraduate level.

Reviews suggest the MBA is a fairly typical program with signs of age and in need of revision. The college is aware of this and presumably will undertake a major review after a new dean is appointed.

Something must be done to address the high student-faculty ratios in the Haworth College of Business. Identifying new faculty lines will be extremely difficult; their high cost and the number that would be needed to get to more desirable ratios forecloses any possibility of significant impact through this method alone. Enrollment management at both the graduate and undergraduate levels is called for with the goal of stabilizing undergraduate enrollments and designing an enrollment management plan for the MBA, which has experienced nearly a fifty per cent decline in enrollment since 2000.

## ACCOUNTANCY

The Department of Accountancy offers an MS in Accountancy, rationalized as a preparation for the state CPA examination. Enrollments have grown substantially in the last several years. We will continue the program for now with reservations subject to additional discussion.

## HCOB PROGRAM TRANSFER DIALOGUES

Several potential program transfers from other parts of the University are under discussion. The purpose is to centralize administration and advocacy for a variety of programs in specialized sector administration and resource development, and increase the intercollegiate relationship network of the college. Some of these programs—as well as some undergraduate programs to be discussed at a later date—drifted out of the college due to resource constraints. To summarize these references throughout the document:

- Health care administration
- Performing arts administration/nonprofit administration
- Human resources development
- Possible administrative collaboration in engineering management

## **COLLEGE OF HEALTH AND HUMAN SERVICES**

### **14. Enhance support for Blindness and Low Vision Studies, Speech Pathology and Audiology, Physician Assistant, and related research activities**

The College of Health and Human Services contains a number of relatively small and costly programs that have achieved levels of excellence and need to be further resourced. Health and related areas, some of which are elsewhere in the University (especially in the College of Education), as a whole represent an institutional strength in need of marshalling and coordination. All these areas invite greater interdisciplinary collaboration and represent together one of the most promising areas for diversifying and increasing international student enrollment as well as graduate enrollment in general. Changing demography and values in the United States also make these programs obvious candidates for enhanced resources.

#### **BLINDNESS AND LOW VISION STUDIES**

We will move additional resources into this area of long-standing institutional recognition and strength, although the nature of the programs does not promise great increases in degree productivity. As indicated elsewhere, responsibility for coordination of the two master's programs offered jointly with CECP and Special Education must be clarified and guided by the department. No resource enhancement will move into these programs until and unless administrative issues are resolved.

The department also offers an MA in Orientation and Mobility for Working Adults and an MA in Rehabilitation Teaching.

#### **BRONSON SCHOOL OF NURSING**

The MSN program in the Bronson School of Nursing began very recently and was not reviewed. The program has considerable non-general fund support, and support from Academic Affairs will continue at present levels as the program begins to grow.

#### **OCCUPATIONAL THERAPY**

Our strong MS in Occupational Therapy will continue be supported at present levels.

### PHYSICIAN ASSISTANT

Additional faculty lines will be assigned to the Master's of Science in Medicine program as we reallocate resources. The program is now at capacity given existing faculty and clinical resources.

### SCHOOL OF SOCIAL WORK

The Master's of Social Work program functions with a heavy enrollment burden. Enrollment management is needed in this program. Marginally populated tracks in interpersonal practice, and policy planning and administration, have emerged. Proliferation of tracks in the program should be discontinued as part of a stabilization plan.

### SPEECH PATHOLOGY AND AUDIOLOGY

The recently opened Doctor of Audiology program will receive enhanced support while maintaining the MA in Speech Pathology and Audiology at current levels.

### **15. Major coordination and development efforts in integrated and holistic health care, public health, and related interdisciplinary programs**

### INTERDISCIPLINARY PROGRAMS

We will build resources for the continued development of the PhD in Interdisciplinary Health Studies, with consideration of retitling the program as Integrated Health Sciences. The graduate certificate program in holistic health care will be maintained; the college is discussing its possible relocation in the Bronson School of Nursing.

The current certificate program in Alcohol and Drug Abuse should be considered for expansion to a graduate degree covering alcohol and substance abuse. The college also is discussing possible relocation of this program in the School of Social Work.

The certificate program in clinical trials administration will be closed per review recommendations.

We note the recent abandonment of the certificate program in gerontology and invite further discussion on that issue.

The review process stimulated extensive discussion of an appropriate administrative framework for interdisciplinary programs in the College of Health and Human Services. The discussion takes on added dimensions in considering the possible relocation of

programs now in other colleges (and discussed elsewhere), such as dietetics, marriage and family therapy, and exercise science. Although involved faculty certainly are not unaware of the issues and have attempted to confront them on occasion, the scattering of small health and wellness-related programs around the University—and indeed some programs of considerable size in the College of Education—represents a classic model of the fragmentation and replication of effort identified as a major problem in graduate education in the University.

Discussion

The graduate dean will be asked to lead a task force to discuss the future coordination and strategic directions of all health and well-related disciplines and subdisciplines in the University and make recommendations to the provost by the end of the 2006-2007 academic year.

## **THE GRADUATE COLLEGE**

Strengthening graduate education includes enhancing and broadening the role of The Graduate College in several areas:

- Implementation of University-wide recruiting enrollment management strategies to increase our graduate student population initially by about five hundred
- Review of admissions and records systems; streamlining and increasing effectiveness of recruitment and admissions practices
- Facilitation and advocacy of interdisciplinary programs and identification as an administrative home for selected programs
- Proposed renaming of the unit as the College of Graduate and Interdisciplinary Studies
- Graduate degree naming conventions
- Overall coordination of graduate studies strategic planning
- Re-establishment of a Graduate Faculty review and appointment system
- Enhanced collaboration with the Office of the Vice President for Research
- Coordination of the financial aid processes with a primary goal of maintaining, and in some cases recovering, competitiveness with peer institutions
- Review and recommend consolidation and improvement of basic research methods courses
- Development of a fundraising plan for specific graduate programs with the Vice President for Development
- Scholarly publications: how to fund and circulate them effectively

## IMPLEMENTATION

- Many aspects of the repositioning of continuing and proposed new graduate programs, especially structural and administrative adjustments going forward, need extensive input from faculty who are or may be stakeholders. Some of these discussions will begin almost immediately, but in general we expect these deliberations to continue through the 2006-2007 academic year and, in a few cases, beyond. In most cases the ramifications for structural changes for undergraduate as well as graduate education need to be considered in greater detail.
- Specific programmatic changes, including all planned program closures, will be submitted for approval by the Board of Trustees in July 2006; no further enrollment in these programs should occur after August 1, 2006.
- Planning for reallocation of faculty lines will begin during the summer of 2006 and will figure in search authorizations pertaining to appointments for the 2007-2008 academic year and beyond. Many vacant positions will revert to a central pool at the end of the 2005-2006 fiscal year in anticipation of new resource decisions.
- Planning for reallocation of graduate appointments will also begin in summer 2006 in order to have a timely initial reallocation prepared for recruiting for the 2007-2008 academic year. The need to “teach out” closed programs, over the defined time period, will be accommodated with the caveat that colleges and departments will need to provide very detailed information concerning the progress of students in these programs toward degree completion.
- The Office of the Vice President for Research will be requested to comment on the significance of program changes and resource issues that might arise in enhancement areas. We have requested that University Libraries respond to reallocation plans and other changes in programming concerning its impact on library resources. We also will request input from colleges and departments concerning consequent resource changes in equipment, staff, and other support areas.
- We will begin the implementation process by preparing and discussing with colleges and departments a detailed database to “snapshot” current resource and enrollment levels as a baseline, and will provide periodic, comprehensive reports on the reallocation process and its congruence with the directions outlined herein. The overall reallocation process, in the sense that review of graduate programs going forward should be cyclical, is open-ended. However, major change should be expected to occur over a 3-5 year period beginning in 2007-2008, as part of the annual budget review process.

- With the assistance of the Vice Provost for Enrollment Management, we also will track with great care the consequences of restructuring and resource reallocation on graduate enrollment, which we expect to increase—particularly as the master’s level—and not diminish. Regular enrollment management reports also will be forthcoming. Resource enhancements anywhere must result in enrollment growth.
- Program initiative discussion must proceed in continuous interaction with the Office of Academic Affairs and appropriate deans and units. We will release a schedule and guidelines for these deliberations shortly.
- We are at the beginning, not the end, of continual graduate program review. Additional decisions on program tracks, and the configuration of program initiatives, should be expected over the course of the next academic year. The Vice Provost for Institutional Effectiveness, in consultation with the academic deans and the graduate dean, will develop a plan for cyclical program review in conjunction with academic program planning.

## APPENDIX

### SUMMARY OF CHANGES BY PROGRAM AND COLLEGE

#### COLLEGE OF ARTS AND SCIENCES

Increase Resources (current programs):	PhD Biological Sciences PhD Geosciences PhD Physics MA Science Education PhD Science Education Certificate in Ethnohistory MFA Creative Writing MA Medieval Studies
Allocate Resources (new programs):	MA World Literatures/Language Studies MA Ethnohistory/Matl Culture PhD Communication MA Environmental Studies/Education PhD Medieval Studies (?)
Maintain:	MS Biological Sciences MS Chemistry PhD Chemistry MA Geography MS Geosciences MA Mathematics Education PhD Mathematics PhD Mathematics Education MA Physics MA Psychology: Behavioral Analysis PhD Psychology MS Statistics MA Anthropology MA Applied Economics MA History PhD History MA Political Science MDA Development Administration MPA Public Administration PhD Political Science MA Sociology PhD Sociology MA Communication MA Comparative Religion

	PhD English MA Philosophy MA Spanish
Maintain/Merge Subject to Concentrations Review:	MA Mathematics MS Applied Mathematics MS Computational Mathematics MA English MA Professional Writing MA Teaching of English
Transfer to Other Colleges:	Certificate Health Care Administration Certificate Nonprofit Leadership/ Admin
Close:	School of Public Affairs and Administration PhD Public Administration MS Molecular Biotechnology MA Teaching of Geography MA Earth Science MA Industrial/Organizational Psychology Specialist in Arts School Psychology PhD Clinical Psychology PhD School Psychology MS Biostatistics PhD Statistics PhD Applied Economics MA Applied Sociology PhD Comparative Religion PhD Spanish

**COLLEGE OF EDUCATION**

Increase Resources:	MA EPD Early Childhood Education
Allocate Resources (new program):	MAT Education
Maintain:	MA Counseling Psychology PhD Counseling Psychology PhD Counselor Education MA Rehab Counseling/Teaching (w/BLVS) PhD Educational Leadership EdD Special Education MA Special Education MA Spec. Ed. Teach Vis/Impaired Children (w/BLVS) MA EPD Reading

Maintain/Merge Subject to  
Concentrations Review:

MA Counselor Education: General  
MA Counselor Education: College  
MA Counselor Education: Community  
MA Counselor Education: School  
MA Career and Technical Education  
MA Educational Leadership  
MA Family and Consumer Sciences  
MA Physical Education  
MA Athletic Training/Exercise Science  
MA Higher Education Student Affairs

Transfer to Other Colleges/Units:

MA Human Resource Development  
MA Marriage and Family Therapy  
Cert Educational Technology  
MA Educational Technology  
MA Evaluation/Research/Measurement  
PhD Evaluation/Research/Measurement

Close:

MA Sociocultural Foundations  
MA EPD Elementary School T/L  
MA EPD Middle School T/L  
Specialist Educational Leadership

## **COLLEGE OF ENGINEERING AND APPLIED SCIENCES**

Increase Resources:

MS Engineering Management

Maintain:

MSE Civil Engineering  
MS Computer Science  
MSE Computer Engineering  
MS Construction Management  
MSE Electrical Engineering  
MS Manufacturing Engineering  
MSE Industrial Engineering  
MSE Mechanical Engineering  
MS Paper/Imaging Science/Engineering

Merge:

PhD Electrical and Computer Engineering  
PhD Industrial Engineering  
PhD Mechanical Engineering  
PhD Paper/Imaging Science/Engineering

Close:

MS Operations Research  
MS Materials Science (closed by college 05)  
PhD Computer Science

## **COLLEGE OF FINE ARTS**

Increase Resources:	MM Music MA Art Education
Maintain:	MFA Performing Arts Administration
Close:	MA Art MFA Art MA Teaching of Music

## **HAWORTH COLLEGE OF BUSINESS**

Maintain:	MBA Business Administration MSA Accountancy
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## **COLLEGE OF HEALTH AND HUMAN SERVICES**

Increase Resources:	MA Orientation/Mobility Working Adults PhD Integrated Health Sciences MSM Physician Assistant AuD Audiology
Maintain:	MA Rehabilitation Teaching/Training MA Chil Vis Impair/Orient/Mobility MA Rehabilitation Counseling/Teaching Certificate Alcohol and Drug Abuse Certificate Holistic Health Care MSN Nursing MS Occupational Therapy MA Speech Pathology and Audiology
Maintain/Merge Subject to Concentrations Review:	MSW Social Work
Close:	Certificate Clinical Trials Administration

## **GRADUATE COLLEGE**

Administration:	MA/PhD Evaluation/Measurement Research Merged with PhD Evaluation
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