

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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**1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

Baldwin Wallace University [provides support](#) for undergraduate programs for 3,017 full time and 257 part time students, as well as 687 graduate students (including the post-baccalaureate Nursing program). For fiscal year ending 6/30/2016 BW had an operating bottom line of [\\$2.3 million](#) (\$1.8 million Audited Financial Statements). At year end 6/30/2016 BW's total endowment was \$149.3 million. As of 2/28/2017 BW's total endowment was \$159.9 million. The draw from the endowment is 5.0% of the Common Fund three-year average. The draw is used to support the university's operation via endowed scholarships, endowed chairs and endowed earnings. 81% of the University's annual budgeted gross revenue comes from tuition, including external support (e.g., Pell grants, external scholarships). 98% of undergraduate students [receive financial aid](#)(both need and merit based) from BW. A [scholarship program](#) established by BW Trustee Steve Boesel in 2014 also provides scholarship support to students in the MBA program. [BW has](#) 207 full time tenure track and term faculty, 210 adjunct faculty, and 400 full time and 165 part time non-faculty staff. The student-faculty ratio is 12:1.

In the last ten years, the University has made significant renovations and additions to its academic, residential, student life and administrative buildings and facilities. Ten residence halls have been renovated over the past ten years. The Higgins Recreation Center was renovated, and the former Bagley Hall residence hall was converted into the Packard Athletic Center. Finnie Stadium was upgraded with a new field and scoreboard; a new field was installed on the Fisher baseball diamond.

Some of the major renovations/additions of the academic facilities include: Thomas Science Center (Telfer and Wilker Halls), the construction of the Center for Innovation and Growth, renovation of the First United Church of Christ into the Communications Sciences and Disorders facility and the Boesel Musical Arts Center. In addition, the new Richard and Karen Durst Welcome Center was constructed. These projects, together with other smaller renovations and improvements to the campus resulted in over [\\$100 million in capital improvements](#) during the last ten years. Projects are approved via the Buildings & Grounds Committee of the Board of Trustees. These projects were funded by a combination of donations, bond funds and historical tax credits.

Emphasis on environmental sustainability has been a hallmark of campus improvements. Examples include the use of geothermal heating systems for Ernsthausen hall, Boesel Musical Arts center, Davidson Commons, Wilker and Telfer halls, and the Center for Innovation and Growth (CIG); the use of solar panels for the Harding residence hall, Hamilton apartments, and the CIG; the use of a wind turbine for the baseball field; and the design of numerous parking areas to include green swales for water absorption and prevention of run-off.

The University is beginning a [\\$125 million campaign](#) to raise funds for construction of a new student union, a new facility for the math and computer science programs, renovation of the Strosacker Union to serve as the new home for the School of Health Sciences programs, and funding for student endowed scholarships and faculty support.

In addition to the main campus, BW delivers courses for the MBA, graduate Education, and undergraduate bachelor degree completion programs in business-related majors and minors at a satellite east campus, located at Corporate College East on the East campus of Cuyahoga Community College. BW also offers online programs such as the MBA in Management, [a variety of licensure and degree offerings in Education](#), and stand-alone courses across academic departments that are accessible to off-campus students. Online programs are developed and implemented by academic departments, with oversight provided by the Office of Academic Affairs and the Director of Education Technology.

The University maintains a robust technology infrastructure that provides the necessary programs and capability for campus operations and academic programs. The Chief Information Officer leads the [Information Technology Department](#), which is responsible for management of all information and communications technology. Services include the Blackboard platform, ShoreTel VOI phone system, the Microsoft Windows 365 and Office programs, Virtual Desktop (online access to all campus software), campus-wide wireless service, campus printers with remote access for students, computer labs to complement a “[Bring Your Own Device](#)” policy for students, and access to support via a 24/7 helpdesk. BW also employs the [WebExpress system](#),

including a [Graduation Plan](#) for students to map their academic programs and a [Colleague Academic Evaluation](#) that is used by students, faculty, and staff to track completed and planned courses and grades. These systems also provide tools for email contact, case notes, and an [early warning and reporting system](#) for students who may need academic or personal support services.

**2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.**

BW is a 501(c)3 nonprofit entity devoted exclusively to the development and delivery of programs leading to undergraduate and Master's degrees in a variety of liberal arts, pre-professional, and professional fields. The [6/30/2016 KPMG audit](#) demonstrates that BW operates responsibly, meeting budget targets, carrying low debt, and providing appropriate funding to support staffing and physical plant costs required for delivery of all academic and auxiliary programs. The University had revenue of \$100.3 million in 2016, and expenses of \$98.5 million. BW allocated 44.0% of the budget for instruction, 9.5% for academic support and libraries, 17.2% for student services, 14.8% for institutional support services, and 14.4% for auxiliary enterprises (e.g., residence hall and dining services).

The BW fiscal year is July 1 – June 30. At the October Board of Trustees (Budget Committee) meeting, high level assumptions for the upcoming budget are established. The detailed budgeting process starts in February with review of expected revenues and expenses by the Vice President for Finance and Administration, using enrollment projections from the Vice President for Enrollment Management, student retention data from the Provost, and expected endowment revenue from the Vice President for Advancement. As a [Carnegie M1 \(Masters, Larger\) institution](#) focused on undergraduate and Master's level education, BW does not budget for significant external funding to support research. Each of the Vice Presidents request budget plans from their respective units in the spring. The Vice Presidents present budget proposals to the President and Vice President for Finance and Administration. These are discussed during weekly meetings of the [President's Cabinet](#). The Board of Trustees Budget Committee approves a preliminary budget for the [fiscal year](#) at its April meeting. Decisions concerning changes in faculty and staff compensation are usually included at this meeting, although there have been years where such decisions were postponed until the fall due to uncertainties concerning enrollments.

Faculty are represented in the budget process through the [Faculty Salary and Budget Committee](#) of the Faculty Senate, as well as by having a Senator who attends the president's cabinet meetings. The Salary and Budget Committee includes the Provost or his/her designee and the VP for Finance and Administration as ex officio members. The Salary and Budget Committee reviews information concerning faculty compensation, changes in health insurance rates and benefits, and additional compensation areas such as the [retirement plan](#). The Salary and Budget Committee reports to the Faculty Senate and Faculty Executive Committee, and maintains faculty communication via a [Blackboard site](#). Communications concerning the University's fiscal situation include annual forums for faculty and staff held by the President and

VP for Finance and Administration, as well as reports to the Student Senate. Information from these communications are tracked by the VP for Finance and Administration, using the BudgetPak budget software.

Strategic planning is part of the long-term resource allocation process and overseen by the Board of Trustees Strategy Committee. The University strategic plan, [BW 2020](#), provides the overall priorities for the University's mission, goals and objectives, and specific annual initiatives. The Strategy Committee, President's Cabinet, and Leadership Council, develop detailed strategic plans to guide program planning and resource allocation. Academic schools and departments monitor student enrollment, achievement of assessed learning outcomes, and alumni success as measures to determine needs in relation to course offerings, changes in majors and minors, and requisite faculty and support service needs. [Five-year program reviews](#) conducted by each [academic department and school](#) include academic assessment data and projections concerning anticipated program needs. Departments and schools seeking to replace or add faculty are required to [submit requests](#) to the Office of the Provost by March, with a rationale provided for program and student needs to justify the request. These are reviewed and prioritized by the [Deans and Associate Deans](#), who make a recommendation to the Provost. The VP for Finance and Administration verifies the availability of resources to fund positions. Final approval for faculty lines rests with the Provost for replacement lines and with the cabinet for new lines.

**3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The current Baldwin Wallace University [Mission Statement](#) is a consistent, clear set of guidelines for strategic planning and assessment at the University. The commitment to being an academic community focused on the liberal arts and sciences as a foundation for life-long learning is demonstrated in the integration of robust liberal arts and sciences [undergraduate majors and minors](#) with [pre-professional undergraduate](#) and [graduate degree programs](#). The [general education Core](#) requires students to study across the liberal arts and sciences, while [developing skills](#) in writing, quantitative reasoning, oral communication, and critical thinking.

In 2013, the University drafted a new strategic plan, "BW 2020," [developed](#) by the Leadership Council under the direction of President Bob Helmer. The [Leadership Council](#) includes administrative representation of faculty and staff from across the campus. The draft plan was circulated for review across campus, including by the Faculty Senate and Student Senate. The draft plan was the primary topic of the [2013 Fall Conference](#), an annual two-day meeting of faculty and staff that begins each academic year. "BW 2020" received [final approval](#) from the BW Board of Trustees in 2014, and has served as the blueprint for program, capital, and financial planning and execution. The President's Cabinet, in consultation with the Leadership Council, develops annual "dashboard" benchmarks of specific annual priorities for "BW 2020." Monthly [progress updates](#) are provided by the President and Provost to the President's Cabinet, Leadership Council, Dean's meetings and the Strategy and Executive Committees of the Board of Trustees.

“Commitment to the liberal arts and sciences” is found in the ongoing review of the [Core program](#). The importance of “lifelong learning” is evidenced by the work of the [Office of Adult, Transfer, and Military Services](#), which provides a full range of admissions, advising, and career counseling services to students who enter BW on paths other than immediately following high school graduation. BW offers a variety of seminars and mini-courses for lifelong learners through the [Institute for Learning in Retirement](#).

BW demonstrates its commitment to excellence in teaching and learning through combining rigorous standards for hiring and promotion of faculty with provision of a strong foundation of resources for high-quality teaching and student learning. [Standards](#) for faculty hiring, tenure, and promotion are contained in the Faculty Handbook, which is the responsibility of the Faculty Executive Committee, Senate, and Provost’s office. Specific requirements beyond the minimums set by the Faculty Handbook are established by the faculty of academic departments and schools. The [process for faculty hiring](#) involves department and school faculty, chairs, and deans working in concert with the Provost’s office. Priorities for hiring [are determined](#) by program needs, strategic plan priorities, and resource availability. [Classrooms](#) have computer carts with a full complement of cloud-based software (e.g., Microsoft Office, high-speed Internet access). Faculty are provided with three-year cyclical [development funds, access to grants](#) to support teaching and scholarship, and are eligible for a [one-semester sabbatical](#) every six years. Students have opportunities to work closely with faculty through the [Faculty-Student Collaborative Courses](#), the [Summer Scholars program](#), and departmental capstone courses, and are able to participate in [Ovation](#), the annual BW celebration of student scholarship.

Students have a variety of opportunities for spiritual development. [Dr. John Gordon](#) serves as the campus chaplain and coordinates the Office of the Campus Minister. Weekly chapel services, special spiritual programs, and a range of co-curricular student groups (e.g., the Newman Center, Cru, and the Muslim Student Association) offer [opportunities](#) for students to explore and develop their spiritual life. BW also attends to the physical health of faculty, staff and students through [wellness initiatives](#) facilitated by a full time Wellness Coordinator who works with faculty and students from the School of Health, Physical Education and Sport Sciences to plan and implement campus wellness programs. Academic and personal support services range from [Career Services](#) to the [Learning Center and Health & Counseling Center](#). The BW academic journey for students is guided by faculty academic advisors and the [Office of Academic Advising](#). Students use the [BW Grad Plan](#) to organize degree course planning.

The mission statement concludes “Baldwin Wallace assists students in their preparation to become contributing, compassionate citizens of an increasingly global society and encourages their pursuit of personal and professional excellence.” This is accomplished through required [Core coursework](#) in the liberal arts heritage. Students must take 28 hours of Perspectives courses broken down as follows: (1) four courses from four out of five Humanities groups (General Humanities, Fine Arts: Creative Expression, Fine Arts: Aesthetic Appreciation, Cultural Literacy, Meaning and Purpose); (2) two Social Science courses from two different departments, (3) two Natural Science courses, one of which must be a lab science, (4) one interdisciplinary course. An International Studies requirement can be fulfilled by Study Abroad, one year of a foreign language, or International Studies coursework. A Diversity requirement is fulfilled by taking one course concerned with domestic diversity. An [Experiential Learning requirement](#) can

be fulfilled by an internship, study abroad, service learning, participation in an academic simulation program such as Model U.N., approved types of research having an experiential component, or by taking courses with an X (Experiential Learning) designation. The BW curriculum includes a variety of majors and minors in pre-professional areas that require internships and/or capstone coursework, as well as [programs focused on international studies](#).

#### **4. The institution's staff in all areas are appropriately qualified and trained.**

Faculty and staff are hired using established standard procedures coordinated by the Human Resources Department and the Office of the Provost. Positions are posted on the [BW Human Resources website](#), advertised locally and nationally through appropriate venues (dependent on the type of position), and posted in the [weekly Human Resources campus newsletter](#). Position postings include a job description, educational and experience requirements, requested application materials, and deadlines for submission. Faculty hires are [required](#) to have a current set of academic transcripts and relevant credentials [on file in the Office of the Provost](#).

Faculty maintain professional development through attendance at [academic conferences](#), participation in [campus faculty development opportunities](#), and use of [sabbaticals](#). Each full time faculty member has access to \$2,700 over a three-year period to help pay for attendance at conferences. Examples of campus faculty development opportunities include the [2016 Core Conference](#); [periodic faculty presentations](#); [faculty reading circles](#); faculty training sessions [facilitated by the Learning Center](#) and the Health & Counseling Center; opportunities to attend general and discipline-specific teaching conferences.

Staff training is unit-specific, supplemented by periodic trainings on campus areas of need. Examples of campus-wide trainings include the [ALICE active shooter trainings](#) conducted by the Office of Campus Safety and Security; [sexual harassment policy trainings](#); [diversity and inclusion trainings](#) (these also include faculty).

#### **5. The institution has a well-developed process in place for budgeting and for monitoring expense.**

[Budgeting and expense monitoring](#) are a shared responsibility of academic and service departments, with coordination and monitoring provided by the Vice President for Finance and Administration. The officers receive budget plans from their respective administrative units each budget cycle, and use these to develop final budgets that are submitted to the V.P. for Finance and Administration. The fiscal year is July 1 – June 30. Budget plans are reviewed by the officers, with final review by the President and V.P. for Finance and Administration before submission to the Board of Trustees (Budget Committee). Enrollment reports after the start of each academic year (August) are used to determine salary cost-of-living changes. Healthcare cost changes are determined by the Asst. V.P. for Human Resources and submitted to the officers. Proposed compensation changes in salary and healthcare cost allocation (e.g., employee premium share, deductibles, co-pays) are submitted to the Board of Trustees (Budget Committee) for review and approval at their October meeting, and take effect each January.

Faculty play an advisory role in the budget process. A [Faculty Senator](#) attends the President's Cabinet meetings and consults with the Cabinet about budget issues. The [Faculty Salary and Budget Committee](#) includes the V.P. for Finance and Administration and the Provost as ex-officio members. This committee receives budget information and plays an advisory role to the Faculty Senate and the administration. Their role includes addresses specific budget and salary issues of concern to the faculty.

Department budgets are monitored by directors and staff with fiscal oversight responsibility. The WebExpress intranet and BudgetPak software provide monthly budget reports administered by the Office of Finance. The V.P. of Finance and Administration maintains communication with BW leadership through the weekly Cabinet meetings, and communicates with department directors when spending issues arise on a monthly basis.

BW receives an annual audit conducted by KPMG LLC. Evidence of the soundness of budgetary processes and fiscal health includes positive reviews by a variety of external accrediting bodies for programs in [Education](#), Health, Physical Education and Sport Sciences, Communication Disorders, Nursing, and the Physician's Assistant Master's program.

BW has only experienced one significant fiscal challenge since 2007. An enrollment decline resulting from the onset of the Great Recession in 2008 was the catalyst for a [campus-wide collaborative effort](#) to identify fiscal priorities and areas for cost-saving. A balanced budget was preserved with no termination of staff or faculty. Ongoing cost control has been accomplished by specific program review (a Strategic Plan initiative) resulting in departmental consolidations, eliminations of duplicate functions, increased efficiencies and the evaluation of vacant positions to determine whether the position should continue.

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## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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**1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

The [BW Board of Trustees](#) consists of 41 members (a maximum of 51 are allowed), drawn from a variety of areas of experience and expertise, with a majority being BW alumni. As an educational institution affiliated with the United Methodist Church (UMC), the [Bylaws of the Board](#) require inclusion of the Bishops of the Ohio East Area and West Area of the UMC. In addition, the bylaws require that a minimum of 10% of the Board be members of the UMC, and that at least 50% of the board be alums of BW. These membership elements contribute to board familiarity with the experience of a BW education, and maintain connection with the UMC. Trustee candidates are nominated by the Governance and Trusteeship Committee and are subject to approval by the Board. Trustees serve a three-year renewable term.

Regular meetings and communication between the Board and the President, who serves as a voting member of the Board, as well as [nine standing committees](#) that cover each area of University responsibility are mechanisms that ensure Board knowledge of University policies and activities. Each of the standing committees has direct responsibility for oversight over relevant areas of the University. Board meetings [require](#) a minimum of 20 members for a quorum; the Chair is empowered to call special meetings as needed. An Executive Committee of the Board is composed of the University President, Board Officers, and chairs of the nine standing committees. A minimum of three members of the Executive Committee are required to call a [special meeting](#); a quorum consists of a minimum of seven members of the Executive Committee.

University officers are responsible for providing information to Board standing committees and the full board regarding their areas of responsibility. As an example, the [Provost provides annual](#)

[reports](#) concerning academic programs to the Academic Affairs Committee. Trustees are also directly responsible for [decisions about faculty tenure and promotion](#), as outlined in Article IV of the Bylaws.

**2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.**

The University uses several approaches to ensure regular communication and engagement of Board members, executive staff, faculty, staff, and students. The President is the CEO of the University, entrusted with daily management and decision making, and is responsible for delivering regular reports to the standing committees of the Board concerning relevant issues. The Academic Affairs Committee includes [two faculty](#) who serve ex officio in three-year terms. Each Cabinet officer prepares reports for Board standing committees. The Academic Affairs Committee and full Board receive periodic presentations about the work of the university from faculty, staff, and members of the BW Student Senate.

Faculty are represented by a [Senate and Executive Committee](#) with representation from each of the eight Schools. Faculty from each school elect two representatives to two-year terms (limit of two consecutive terms), with one from each School serving on the Executive Committee. An additional seven faculty are elected at-large to two-year terms (the faculty voted in April, 2017 to eliminate the at-large seats beginning in 2017-18). Schools also elect faculty to serve on seven Faculty Committees that engage in decision-making and/or play an advisory role to the Faculty Senate and administration. Faculty Committees include staff and administrators with relevant responsibilities as ex officio members (e.g., the Salary and Budget Committee includes the Vice President of Finance and Administration and the Provost as ex officio members). The Faculty Senate and Executive Committee each meet two times/month, while Faculty Committees meet a minimum of once per month (several, such as the University Curriculum Committee, meet weekly). Agendas and minutes of all Senate, Executive Committee, and Faculty Committee meetings are posted on the [Faculty Governance Blackboard site](#) available to all voting faculty. Communication with faculty also occurs through monthly department meetings and School meetings. In addition, the Provost convenes monthly meetings of the Deans and Associate Deans.

Staff are represented in a variety of bodies, such as the [Administrative Advisory Council and the Support Staff Council](#), in addition to communications through each department. These bodies meet monthly or bimonthly, and provide information to staff about university policies, as well as a forum for discussion of issues. The President convenes monthly meetings of the Leadership Council, which includes all executive administrators, school deans and associate deans, and program directors. The Council was the body that [facilitated](#) and wrote the University Strategic Plan, “[BW 2020.](#)”

Students are represented through the [BW Student Senate](#), which is comprised of student representatives elected from residence districts (include commuter students), and at-large. The

Student Senate is responsible for [allocation of funds](#) to student organizations, drawn from the student fees fund (approximately \$450,000 in 2016).

### **3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Academic requirements for degree programs are established through a collaborative process involving the Office of the Provost, Faculty Senate, and academic schools and departments. The [Core Curriculum Committee](#) provides oversight of the BW Core curriculum, and is responsible for developing and enforcing [faculty-approved guidelines](#) for courses that are considered for inclusion in the Core curriculum. The University Curriculum Committee provides oversight and approval of [proposals](#) for new courses, minors, majors, and certificate programs. Recommendations of these committees are sent to the [Faculty Executive Committee](#) and the [Faculty Senate](#) for review and approval. Approved programs and program changes are sent to the Office of the Registrar for inclusion in the [University Catalog](#).

Development of [new programs](#) begins with the relevant department, school, or the Provost's office. A significant [area of growth in recent years](#) has been interdisciplinary programs and Master's-level degrees. Examples of interdisciplinary majors and minors developed since 2008 include Sustainability, Digital Media Design, Software Engineering, Public and Nonprofit Management, National Security, and Arts Management and Entrepreneurship. New Master's degree programs include Leadership in Higher Education, Physician's Assistant, Speech Language Pathology, Public Health, and the one-year MBA.

Student input is critical to the success of existing programs and planning for new initiatives. [Course evaluations](#) and informal discussion with students in departments provide rich feedback about student interest and program effectiveness. Outcome data from program assessments and [annual surveys](#) of recent graduates conducted by the Office of Career Services also provide important information concerning how students benefit from their academic and experiential programs. Examples of how student engagement and outcome data have influenced program planning are the [new Core requirements](#) for an experiential education component, and enhanced coursework in writing and quantitative literacy.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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BW engages in systematic, integrated planning processes for each area of activity, broadly categorized in the areas of enrollment, finance, development, academic and co-curricular programs, student support services, and facilities. The annual budget process, which includes planning for position postings, staff and faculty compensation, facilities, program development, and revenue from enrollment, ancillary services, and the endowment, serves as the ongoing process for monitoring execution of the university strategic plan, "BW 2020."

#### **1. The institution allocates its resources in alignment with its mission and priorities.**

The "[BW 2020 Strategic Plan](#)", which is closely aligned with the BW Mission Statement, is the framework used to allocate resources for existing operations and identified priorities per the mission statement. The President guides prioritization of resource allocation through weekly meetings with the Cabinet, which devotes at least one monthly meeting to discussion of the priorities for that particular year drawn from the strategic plan.

Each of the goals of "BW 2020" aligns with the following statement from the [BW Core Values](#): "We are a community of learners committed to intentional excellence, extraordinary engagement, and holistic support." The statement of Core Values embodies the spirit of the [BW Mission Statement](#). Examples of initiatives resulting from the "BW 2020" strategic plan that align with the BW Mission and Core Values include increasing opportunities for experiential learning. Examples include the expansion of service learning courses and service opportunities through the [David and Frances Brain Center for Community Engagement](#); BW's commitment to doubling the number of students who study abroad by 2019 as a partner in [Generation Study Abroad](#); robust [internship opportunities](#) and an increased numbers of [majors requiring internships](#); and programs linking students with entrepreneurs through the [Center for Innovation and Growth](#).

- Goal 5.3: BW will make improvements to its physical campus that are attractive, functional, promote excellence in teaching and learning, and build community.

Improvements in academic facilities have been a priority for BW for several years. A [capital campaign](#) conducted during the period of 2008-2012 raised \$95 million, [enabling the University](#) to renovate and expand the science buildings for the Biology, Chemistry, and Physics departments (the Thomas Family Center for Science and Innovation), and expanded the Conservatory with development of a neighboring church into the Boesel Musical Arts Center. The Conservatory also raised \$3.2 million to purchase new Steinway pianos and become an [elite All-Steinway School](#).

A [new \\$125 million capital campaign](#) titled “For the Extraordinary: BW’s Campaign for Our Community and Beyond” is being launched in 2017 to raise funds for construction of new academic and student life facilities. These include a new building for the Department of Mathematics and Computing, a new Student Union, and renovation of the Strosacker Student Union to become the new Center for Health Sciences, which will house the Physician’s Assistant, Nursing, Public Health programs, as well as the BW Health and Counseling Center. Increasing endowed scholarships is also a goal of the campaign.

## **2. The institution links its processes for assessment of student learning, evaluation, of operations, planning, and budgeting.**

Student learning, program development, and university operations are continually monitored through assessment and planning processes that determine areas of strength and of need, which are then incorporated into university planning and budgeting. Short-term monitoring and long-term budget planning by the Vice President of Finance and Administration provide feedback to University departments when resources are available for new expenditures, or when spending needs to be curtailed. All position hires require approval by the Cabinet; resource availability is an important factor in approval. The faculty Salary and Budget Committee provides the faculty perspective on fiscal planning and resource allocation to the Faculty Senate, Office of the Provost, and V.P. of Finance and Administration.

University departments submit [annual requests for capital](#). All areas work with their related Vice Presidents, Information Technology, Buildings and Grounds, Purchasing, and Finance to complete their requests, which are submitted to the President’s Cabinet for review and prioritization.

The Office of Institutional Research coordinates academic program assessment. Departments are responsible for annual assessments of major programs, as well as a comprehensive program review (including an external reviewer) [every five years](#). Assessment data is used to adjust course design, course offerings, and development of new majors. Program reviews serve as the strategic plans for individual departments, which use the data to prioritize program areas in need of improvement, expansion, or possibly termination. Academic departments design [student learning outcomes](#) for each major, in consultation with the Office of Institutional Research.

### **3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

As discussed in section 5.B.2, faculty, staff, and students are actively engaged in planning for program improvements, new programs, and facilities. Monthly staff and department meetings, the mid-level managers' monthly meeting, the Leadership Council, Deans' monthly meetings, the weekly meetings of the President's Cabinet, and weekly meetings of the Student Senate are all forums used by the BW community to communicate information and engage in planning. A weekly newsletter produced by the Assistant V.P. for Human Resources helps to keep the campus connected by announcing events, new hires, departures, and information about topics such as health activities and retirement planning.

External constituencies are actively engaged in planning of campus initiatives. Examples include the [Center for Innovation & Growth Advisory Board](#), comprised of representatives of companies that sponsor CIG programs. The CIG Advisory Board works with the CIG Director and staff to set program and operational priorities, and provides advice and feedback in meetings held at least three times per year. A three-year strategic plan was developed by the staff with input from the Advisory Board, marking priorities such as expansion of the Growth Practice project initiative, identification of new corporate sponsors, endowment growth, and implementation of lessons in innovation in all sections of the First Year Experience (FYE) course for all first year students. Other programs with active advisory boards include the [Brain Center for Community Engagement](#), the Public Relations major, the [Computer Science programs](#), and the [Political Science and International Studies department](#).

Schools housing pre-professional programs such as the Conservatory, Education, Business, and Health, Physical Education and Sport Sciences (HPESS) each have well developed communication networks with [external constituents](#) who provide important feedback about program quality. Education and HPESS require regular feedback mechanisms as part of their accreditation requirements.

The Offices of Advancement, Alumni Relations, and Career Services are additional examples of services that rely heavily on regular feedback from external constituents. Alumni Relations has introduced a new series of local ["happy hour" events](#) for area alumni featuring faculty speakers, in an effort to develop early connections with recent alumni that will maintain through their lives as part of the ["YJ4L – Yellow Jackets 4 Life"](#) program.

### **4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

According to the [6/30/2016 audit the outside audit firm KPMG](#), the fiscal year ended with an operating margin of \$2.3 million (\$1.8 million Audited Financial Statement), despite a drop in full time enrollment of 7 students. The University has very low long-term debt of only \$14 million. In the last ten years renovations and improvements to the campus resulted in over \$100 million in capital improvements. Projects are approved via the Buildings & Grounds Committee



of the Board of Trustees. Funding for these major projects was a combination of donations, bond funds and historical tax credits.

During the Great Recession of 2007-2009, the University prevented deficit spending by engaging in a [campus-wide “lifeboat drill”](#) in which [ideas for cost cutting were submitted](#) from across campus using the Blackboard intranet system. The campus community made saving positions a top priority, which was adopted by the administration. Executive leadership took small pay cuts, and wages were frozen for a three-year period. Energy efficiency technology such as motion sensors and use of geothermal heating were implemented, as well as close cost monitoring by departments. Academic custodial services were contracted to Aramark, with staff positions transferred to the contractor while maintaining existing wages and benefits. The drill was a success: no staff or faculty were terminated, the University (then College) avoided deficit spending, and all programs were maintained. (Annual financial reports [2008](#), [2009](#), [2010](#)).

[Current priorities for growth](#) are to develop sustainable revenue through increasing the geographic scope of undergraduate recruitment, with emphasis on the quality and relative affordability of BW, as well as its combination of college town atmosphere with easy access to a major urban center (Cleveland). The University expects to continue to use an entering class of 725 as its target for full time undergraduate enrollment, while increasing enrollment in Master’s level degrees through recruitment and creation of new programs. Examples of recent Master’s level degree programs include the [Physician Assistant program](#), the [Speech Pathology program](#), and the [Nursing licensure program \(post-baccalaureate\)](#).

##### **5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

BW’s planning focuses on anticipating trends that will affect program quality, student enrollment, and institutional sustainability. In addition to the guidance of the [“BW 2020” Strategic Plan](#), significant areas such as facility improvements, information technology investment, student enrollment, and academic and co-curricular programming are guided by specific strategic plans. The [Campus Master Plan](#), first developed in 2003 by then-President Collier, has guided campus improvements and a significant capital campaign. The Information Technology Department developed a [strategic plan](#) to guide the campus through the rapidly changing landscape of educational and MIS technology. The plan led to changes in the use of technology, including the shift from hardware-based software programs to use of the cloud and institution of the Virtual Desktop system, which enables anyone with a BW email account to access all campus computer programs from any device in any location, on and off campus.

BW has long been aware of the flattening out of the eligible traditionally aged student population in Northeast Ohio. The Office of Enrollment Services has developed a variety of strategies to reduce reliance on regional recruitment. [New data modeling and outreach efforts](#) tied to specific offerings of BW such as varsity sports, the Conservatory, and majors such as Neuroscience have resulted in growing diversification of the incoming classes. Recruiting in regional cities such as Cleveland and Lorain, as well as metropolitan areas such as Chicago, Columbus, Miami (FL), Buffalo, and Pittsburgh have increased the percentage of students from outside of Northeast Ohio from 23% in 2014 to 26% in 2016. Students of color as a percentage of the student body have

remained steady, with about 24% of first-year students identifying themselves as racial or ethnic minorities.

Graduate programs and nontraditional students are also areas of focus. Recognized as a [Yellow Ribbon school](#), BW provides a full range of [support services](#) for the over 100 military veterans enrolled on campus. The “Warriors Den” resource center, staffed by Military Services Coordinator Randy Stevenson (an Army veteran), provides a central campus location for veteran students to study, relax, and receive support services. New graduate programs have increased graduate enrollment from 617 in 2014 to 646 in 2016.

Globalization is embraced in the BW Mission statement, which advocates “preparing students to be contributing, compassionate citizens of an increasingly global society...” The Office of Enrollment Services added a full time staff position focused on recruiting international students in 2013. [The Office of Study Abroad](#) has increased the number of faculty-led trips and semester study abroad opportunities, growing from four in 2015-16 to seven in 2016-17. 32% of full-time BW students studied abroad in 2015-16, far surpassing the 8% national average. BW has also become a Generation Study Abroad Partner, and has already fulfilled its pledge to double the number of students studying abroad, from 15% in 2015 to 30% by 2020. BW students learn the value of being contributing citizens in a globalized society through opportunities such as the [International Studies major and minor](#), and [co-curricular activities](#) such as the Model U.N, Model NATO, Model African Union programs. A variety of student organizations such as the Hispanic Alliance Student Association, Black Student Association, Muslim Student Association, Hillel, the African Student Organization, and related groups provide platforms for cultural expression and learning. Most of these organizations participate in the International Culture Night held each semester.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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#### **1. The institution develops and documents evidence of performance in its operations.**

Ongoing documentation of operational performance is integrated into a variety of BW programs and services. [Annual assessment reports](#) track performance of academic department program learning outcomes. These become the basis for development of five-year department and School [program reviews](#). The Office of the Provost has expanded the use of resource assessment [pro formas](#) to analyze current academic programs (these had been used in the past primarily for development of new programs).

[Annual budget processes](#) also serve as a checkpoint for operational performance, documenting program, staffing, and facility needs across campus. Specific components such as the capital improvement and IT resource budget requests, as well as departmental budget requests, provide opportunities for management review and prioritization of needs and resource capacity. Continual monitoring of service delivery and finances is the responsibility of department managers and directors, with oversight by the Vice President for Finance and Administration.

Implementation of the BW 2020 Strategic Plan involves annual identification of Plan initiatives targeted for analysis and implementation. The plan currently is focused on alignment of [strategic objectives](#) with the “For the Extraordinary” capital campaign, Campus Master Plan, and enrollment metrics.

Additional oversight of operational performance is provided through vehicles such as the Mid-level Managers meetings, the Leadership Council, and the President’s Cabinet. [Annual reports](#) about campus programs and operations are prepared for the committees of the BW Board of Trustees.

#### **2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

BW uses systematic evaluation of operational performance across its academic and support services. Academic performance is evaluated through [annual assessment](#) of undergraduate learning outcomes for majors in all departments and schools, [led by faculty](#) who serve as departmental Assessment Coordinators. [The Office of Institutional Research](#) coordinates this process, as well as assessment of the Core Curriculum, in conjunction with the faculty Core Curriculum Committee. [Departmental program reviews](#) conducted [every five years](#) provide comprehensive analysis of faculty work, student experience in majors and minors, co-curricular opportunities, and alumni success. Recently, BW engaged in the [2017 Work Place Dynamics Job Satisfaction Survey](#) and was named a Top Work Place by the Cleveland Plain Dealer. The survey measured our Engagement (referral, loyalty and motivation), Organizational Health (alignment, effectiveness, connections, management), and the Basics (expectations, training, pay, flexibility, and benefits).

A variety of support services are also subject to periodic performance review. An example is the work of [University Relations](#), which hired a consultant to help the BW community provide input concerning the identity and core values of BW. Focus groups and surveys of all internal constituencies, as well as external constituents such as alumni, employers, and partner organizations. This exercise led to a redesign of the BW website, which was divided into an internal site serving communication and resource needs ([“My BW”](#)), and an [external site](#) with a sharply focused market mission to provide information focused on recruitment of prospective students.

The BW budgeting process has been improved to acknowledge various deadlines, and provide more usable information to track spending and plan for future needs. New budgeting software, [BudgetPak](#), was implemented in 2015-16 that allows for more detailed budget tracking and analysis. The deadline for academic position requests was moved from the fall to early August, so that positions could be reviewed and approved in time for recruitment during the prime period of annual academic conferences that occur in the fall and spring semesters. In recognition of the importance of the work of faculty and staff, the Board of Trustees accepted a change in the budgeting process in 2015 that will include cost-of-living raises as a regular part of the budget, rather than as an option dependent on available funds. The Board also prioritized development of a system for [merit pay for faculty](#), and have delegated this to the [Provost and faculty](#) to create and implement. The system devised by the Provost is a promotion-in-rank process, in which the faculty Promotion and Tenure Committee will solicit and review applications from faculty seeking a promotion in rank (faculty are eligible after completing a minimum of six years in rank). The process will parallel the system used for promotion and tenure, in which applicants assemble a binder documenting their work in teaching, scholarship, service, and advising. The new system will begin with the 2018 academic year. Faculty selected for promotion-in-rank will receive a raise. Full professors seeking promotion-in-rank may also receive a special title (e.g., Distinguished Professor).

As explained earlier in section 5.A.5, detailed budgeting starts at the department level with budget requests for the new fiscal year submitted to over 100 budget managers by the Vice Presidents each new budget cycle. The faculty Salary and Budget Committee provides input on the budget process to the Provost and V.P. for Finance and Administration. The President's Cabinet reviews all budget requests and develops a budget for the fiscal year that starts July

1. The budget is formally approved (including changes in compensation and healthcare cost sharing) at the October meeting of the Board of Trustees. The WebExpress system is used by department chairs and directors to track budgets, which are updated monthly by the Finance Office.

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## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Summary**

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Baldwin Wallace University is guided by its mission as a liberal arts institution committed to providing high quality education in a supportive, academically challenging environment. The university's strong financial health, quality facilities, and program support for staff, faculty and students demonstrate successful resource management in a changing environment, guided by careful planning grounded in transparency, engagement of the university community, and sound management practices that rely on a highly committed and motivated staff and faculty.

### **Sources**

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*There are no sources.*