

Each year, WPI reviews the major NEASC concerns from their 2002 Reaccreditation Letter (NEASC concerns in italics).

Below is WPI's Annual Review of Progress for AY 2002-03

**1. Achieving its (WPI's) own goals for diversifying its faculty and student body.**

*We recognize that a number of factors, such as the paucity of appropriate candidates for teaching positions in certain disciplines and the somewhat limited degree of interest in engineering careers among high-school students with divergent racial backgrounds, have proved to be obstacles to the Institute's fulfillment of its goals for diversifying its faculty and student body. Thus we are pleased to know that significant progress has been made of late with regard to gender diversity in the faculty and are also heartened to learn of the many recent initiatives designed to further diversify the campus, including enhanced efforts in the area of recruitment, increased funds for scholarships, plans for a multi-cultural center, and involvement in a National Science Foundation grant [Louis Stokes Alliance for Minority Progress or LSAMP] to support minority participation. The Commission looks forward to learning of the Institute's further progress in this area in the 2006 report, in keeping with our standard on Programs and Instruction, which asks that an institution endeavor "to develop a student body which as a whole is broadly representative of the population the institution wishes to serve" (4.33) and our standard on Faculty, which specifies that an institution "addresses its own goals for the achievement of diversity of race, gender, and ethnicity" (5.4).*

**Diversity and Pluralism as Concerns at WPI.**

President Parrish has made diversity and pluralism one of two university-wide objectives for Cabinet consideration in 2002-03 and 2003-04. He has provided resources and advocacy for the Community Council to become the operational group trying to raise consciousness at WPI about diversity issues. The Community Council identified external consultants to run workshops at WPI on diversity; these workshops (with very positive responses from participants) have been run for the Cabinet, senior administrative staff, and academic department heads. WPI intends to offer them also for Trustees and for the faculty. The president and provost chaired a retreat on diversity for all Cabinet members and academic department heads at the beginning of the fall semester 2003. They also presided over a follow-up luncheon leading to explicit definition of action items for these groups.

**Faculty diversity** remains a major challenge. In 2002-03, one of four Black faculty left WPI to pursue a different career path. In the same year, WPI tenured its first Black faculty.

Since his arrival at WPI in 1996, Provost Carney has sought to increase the number of women and minority faculty. The table below indicates progress made to date. Slightly more than half the 99 faculty he has hired are women and/or minorities.

## Faculty Hiring

Academic Year	New Hires	Minorities	Females
96/97	16	3	5
97/98	11	4	3
98/99	14	7	3
99/00	14	3	5
00/01	14	0	4
01/02	5	1	1
02/03	18	4	2
03/04	7	2	3
<b>Total</b>	99	24	26

In 2002-03, the Community Council, responding to the Cabinet priority for Pluralism, identified a team of external consultants to work with WPI to increase our awareness of the significance of diversity issues. The Council itself held a full-day retreat with the team in November 2002, which among other actions led to a detailed inventory of steps that have been or could be taken to increase awareness of diversity issues on campus. That inventory was conducted in fall 2003. The Community Council, with support from the president, also organized a speakers series on pluralism and diversity, including as featured presentations Dr. Beverly Daniel Tatum, author of the widely-read *Why Are All the Black Kids Sitting Together in the Cafeteria* and Dr. Allan Johnson, author of *Privilege, Power and Difference*. In April 2002, Academic Affairs also invited Dr. William Wulf, president of the National Academy of Engineering, to address the community on the crucial importance of diversity to the engineering profession.

At the May 2003 Cabinet Retreat, the external consultants conducted a half day workshop on Pluralism for the president, vice presidents and their senior staff. The retreat was highly productive, and was repeated later in the summer for senior staff.

### **Student Diversity.**

WPI has redirected some of the funds from the NSF-LSAMP Grant to Admissions to support new recruitment and pipeline initiatives for underrepresented students. We have increased the number of travel scholarships available for pre-qualified students of color to visit the campus. Other initiatives under LSAMP are The Martin Luther King Overnight Program; Leaders in Math and Science Student Conference for students nominated by their high school teachers; and funding the Kaplan prep course for students who will be here for the Strive Summer Program. These, of course, are in addition to the continuing Pipeline initiatives in the Admissions Office and in Office of Women's and Diversity Programs.

In January 2003, Calvin Hill, a PhD student at Howard University, accepted the position of Director of Minority Affairs, vacated when Dawn Johnson left in spring 2002 to pursue doctoral work. One of his many contributions has been to establish a more accurate data base than has previously existed to indicate the ethnic background (when self-identified by students) for the WPI undergraduate population. We hope that this data base will enable us to track the matriculation and graduation rates for under-represented student populations more precisely than has been possible in the past.

The Registrar is responsible for tracking various kinds of data about WPI students. Below is a 19-year history of under-represented student matriculations at WPI. The Office of Minority Affairs will use these data, with the information it has collected on student cohorts, to track graduation rates for these students.

**ENROLLMENT OF UNDERGRADUATE MINORITIES AND WOMEN**  
Under-represented Minorities are Blacks, Hispanics, and Native Americans

	<b>Under-represented Minorities</b>	Percentage of Total	<b>Women</b>	Percentage of Total
FA85	45	1.7%	494	19.0%
FA86	47	1.8%	461	17.4%
FA87	31	1.2%	467	17.9%
FA88	28	1.1%	465	18.5%
FA89	37	1.3%	489	17.8%
FA90	38	1.4%	492	18.3%
FA91	39	1.4%	504	18.4%
FA92	58	2.1%	517	18.6%
FA93	90	3.2%	542	19.3%
FA94	84	3.1%	548	20.5%
FA95	84	3.2%	537	20.6%
FA96	115	4.5%	552	21.6%
FA97	126	4.8%	578	21.9%
FA98	125	4.7%	584	21.9%
FA99	124	4.6%	609	22.8%
FA00	111	4.1%	626	23.2%
FA01	114	4.2%	610	22.5%
FA02	120	4.4%	633	23.4%
FA03	138	5.1%	644	23.8%

## 2. **Providing research faculty with support for identifying and competing for extramural grant funds.**

*The Commission finds highly admirable the dedication of the Institute's talented faculty, evident in their willingness to assume extensive non-instructional responsibilities such as advising, leading teams overseas, and participating in governance, and in their readiness to collaborate across departments and programs. At the same time, however, the Institute's desire to continue increasing its research profile and to strengthen its graduate programs is exacerbating the demands on faculty, and it is not clear that the institution is providing all of the support needed for faculty to obtain the grant funding required for such items as research assistants or laboratory expansion. The visiting team noted that the Office of Research Administration is understaffed and there is limited help for faculty in identifying and developing grant proposals. Thus we wish to be apprised, in the 2006 report, of support being provided for Institute faculty in this endeavor, in fulfillment of our standards on Programs and Instruction and Faculty, which state in part.*

*Physical and administrative resources together with academic services are adequate to support the institution's research commitment (4.27)*

*Scholarship and research receive encouragement and support appropriate to the institution's purposes and objectives (4.28)*

*The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes (5.12)*

In 2002-2003, WPI made the following improvements to the management capacity of the Office of Research Administration:

- WPI committed to the purchase of the InfoEd Proposal and Award Tracking system, which will be implemented in fiscal year 2004. This tool will be used to provide better and more timely information with which to manage the research enterprise at WPI. It will also be used to automate certain processes to identify funding opportunities as well as the review and approval of proposals.
- The administrative temporary position was made permanent and the part-time status of the Director of Research Relations was increased to full-time.
- The University supported the creation by ORA staff of a new professional development organization called the Alliance of Small Institution Sponsored Program Administrators (ASISPA), which provides a forum for training, networking, and resource development at small colleges, universities, and other non-profit organizations throughout the northeast. The ORA staff at WPI has benefited greatly from their liaison activities with individuals at other institutions and the expectation is for continued growth of the organization.
- An Assistant Comptroller was added to improve financial assistance.

- Cassidy Associates was retained to assist with Washington operations. The team assembled to focus on congressional appropriations, corporate support, and technology spin offs includes the directors of government relations and of university and corporate relations, and the chief WPI administrator/research scientist.

In addition, as in the three previous fiscal years, WPI funded the Research Advancement Program (RAP) of the Research Development Council (RDC), which awarded a total of \$50,000 to WPI faculty members for activities that encourage the submission of proposals, the creation of new ideas, and continued professional development.

Finally, in 2002-03, the following infrastructure and support programs and policies were put in place:

- Human Subjects Assurance approval was gained. WPI secured the services of the New England Institutional Review Board (NE-IRB), and is developing an internal IRB.
- A Research Integrity draft policy (as required by ORI) is being developed by a faculty subcommittee.
- A Conflict of Interest policy was written and approved by faculty and trustees.
- A proposal for WPI Intellectual Property/Technology Transfer Office is being prepared in collaboration with a trustee subcommittee. We now have ad-hoc coverage with half-time contract employee as a temporary measure. Our goal this year is to create a fully staffed Technology Transfer Office.
- WPI applied for and gained Facility Clearance to facilitate student projects and faculty research with MIT Lincoln Laboratory.

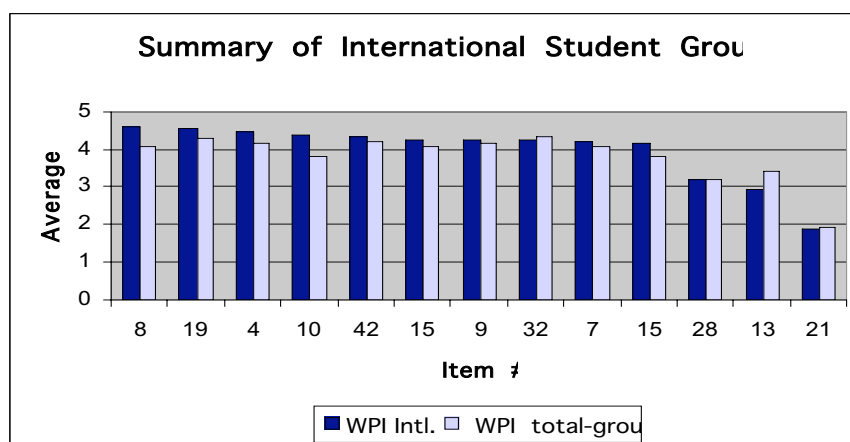
### **3. Addressing the residential and co-curricular needs of graduate and international students.**

*The visiting team had high praise for the Institute's "student body of exceptionally fine quality and character," and we were gratified to learn that these students are provided with an excellent array of services by the capable and committed staff in the Division of Student Affairs, which contributes to the stimulating environment on campus. It also appears to be the case, though, that the needs of traditional undergraduate students are being met better than those of other constituencies; the visiting team noted that graduate and international students are underserved in some respects. Complete closing of the campus during the winter break, for example, creates hardships for these two groups, and graduate students planning to become research assistants also expressed a desire for better orientation and language instruction. The Commission looks forward to learning in 2006 of further steps that have been taken to meet the needs of all institute students, in keeping with our standard on Student Services and its specifications that "the institution provides an environment which fosters the intellectual and personal development of its students consistent with its mission and purposes and mode of educational delivery. It is sensitive to the non-academic needs of its students" (6.1) and "It ensures that appropriate services, facilities, and technology are readily accessible to students in all programs in the institution" (6.2).*

WPI has constituted a planning committee for graduate housing and food service and has conducted a survey of all graduate students to better understand their housing needs. We recognize that our current housing and food service accommodations for undergraduates do not meet the needs of our graduate students. The Master Planning Process begun in 2003 includes plans for some graduate student housing.

In September of 2003, discussions began with a Boston developer regarding the feasibility of a joint venture to address graduate student housing. Specifically, we have discussed the viability of an apartment facility, built in the Gateway complex, that would bring together graduate students, faculty, visiting scholars, and perhaps senior undergraduate students. The facility might include retail space, parking, and other amenities that would make it a vital residential experience for our community. The student life staff has been working with the developer to create a survey for graduate students to determine price points and other features for the complex. The online survey will be administered prior to the Thanksgiving holiday.

Regarding the needs of international students, it is interesting to note that with the exception of housing and food services, our international students have the highest level of satisfaction of all WPI undergraduate students. Based on the Student Satisfaction Survey administered in the Spring of 2003, international students are satisfied or very satisfied with most aspects of WPI, exceeding both national norms and norms for the entire WPI sample. Their overall satisfaction score is 4.35 on a 5 point scale.



Item #	Item Name	WPI Intl.	WPI total_group
8	Flexibility of program	4.62	4.07
19	Computer services	4.55	4.28
4	Out-of-class availability of faculty	4.48	4.17
10	Availability of advisor	4.39	3.80
42	This college in general	4.35	4.20
15	College catalog/admissions publications	4.26	4.05
9	Tutorial services	4.25	4.15
32	Academic calendar	4.23	4.34
7	Class size relative to course type	4.19	4.07
15	Cultural programs	4.17	3.79
28	Availability of student housing	3.19	3.20
13	Food service	2.93	3.41
21	Parking facilities and services	1.92	1.93

#### 4. Meeting its physical resource needs

*We applaud the Institute's commitment to maintaining a balanced budget, a conservative endowment-spending rate, and a minimal rate of debt service. At the same time, however, it appears that the institution's cautious approach to capital expenditures has deferred the construction of a new academic building and delayed the renovation of several facilities including student residences, an academic building and, perhaps most importantly the library beyond a point that seems warranted by fiscal conservatism, particularly in view of the Institute's excellent credit rating and growing endowment. While the Commission in no way wishes to offer specific advice on facilities management and spending policy, we would like to remind you of our standard on Physical Resources and its requirement that "the institution has sufficient and appropriate physical resources, including laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented; these are designed, maintained, and managed at both on- and off-campus sites to serve institutional needs as defined by its mission and purposes" (8.1). We anticipate hearing in 2006 of the ways in which the need for new construction and deferred maintenance of existing buildings has been addressed by the Institute.*

As noted above, in 2002-03 President Parrish and the Board of Trustees, as part of overall strategic planning, engaged Shepley, Bulfinch, Richardson and Abbott to prepare a Campus Master Plan. The president and six vice presidents, with senior staff from the City of Worcester, serve as the Steering Committee, and a group of senior staff and faculty constitute an advisory group. The expected outcome of this planning process will address Standard 8.1 in detail.