Progress Report
to the
Northwest Association of Schools and Colleges
Commission on Colleges

April 2002

The 1999 Accreditation Evaluation Committee Report for Washington State University contained the following recommendation, which the University was asked by the Commission to address at this time:

> **The evaluation committee notes that the branch campuses and extended degree programs provide needed programs for placebound students throughout the state, especially in locations where no baccalaureate degree programs are available. However, the strategic vision for the development of programs within Washington State University needs to be thoughtfully and carefully elaborated and explained. The allocation of state-provided funds, the arrangements for student services and organizations, the involvement of faculty in the selection and implementation of these degree programs all need orderly development. The Committee recommends that all of these areas be addressed promptly and that the relationship of these programs to the Pullman campus be clarified and communicated.**

Washington State University has seen significant changes since the spring of 1999. There have been changes in leadership, changes in organizational structure, and changes in planning and budgeting processes.

In February 2000, the Provost left the institution for another position, triggering a two-year search for a new provost.

In June 2000, Sam Smith retired after a distinguished fifteen-year presidency at Washington State University. At that time, V. Lane Rawlins became the ninth president of the institution.

In July 2000, the Vice President for Extended University Affairs left the institution to assume a presidency elsewhere. The functions of this unit relating to Distance Degree Programs and Extended University Services were placed within the Provost's Office. The result of this aspect of reorganization was to bring all areas of the institution

responsible for academic offerings under the purview of the Provost. For example, it has meant that Distance Degree programs are now both developed and implemented within the regular academic structure of the institution.

In a significant shift for the university, the position of Vice President for Student Affairs was created and filled for the first time in June 2001. While Washington State University had long been proud of the integration of its academic and student affairs missions, the time had come to elevate the lead student affairs position from Vice Provost to Vice President. This move provided recognition that the institution had become too large for the Provost's Office to be responsible for both the in-class and out-of-class educational experiences of students. The close cooperation developed over the years between academic affairs and student affairs continues and, indeed, shows signs of even greater flourishing in the new organizational environment.

In September 2001, the position of Vice President for Information Technology was created. Vice President Mary Doyle, who had previously held the position of Director in this area, was appointed to the new position. This change signified the university's recognition of the importance of technology in all its many forms for the success of a 21st century research university. In addition to the Information Technology functions, the units that manage WHETS (Washington Higher Education Telecommunications System) and ETT (Educational Television and Telecommunications) now also report to this position rather than to the former Vice President for Extended University Affairs.

Finally, in February 2002, Washington State University welcomed a new Provost, Robert Bates, who comes to this position from Virginia Polytechnic Institute and State University.

Very early in his tenure, President Rawlins led the institution in a strategic planning project that engaged every segment of the university in an intensive and far-reaching set of activities. It is this planning process that responds directly to the Evaluation Committee's recommendation. The Strategic Planning Oversight Committee (SPOC) was appointed and charged in September 2000.

Strategic Planning Oversight Committee Members

Name	Position	Unit
Bill Fassett, Chair	Dean	College of Pharmacy
Karl Boehmke	Executive Director	Budget and Planning
Barbara Couture	Dean	College of Liberal Arts
Hal Dengerink	Campus Dean and CEO	WSU Vancouver
Bob Greenberg	Director	School of Accounting, Information Systems, Business Law
Sally Savage	Vice President	University Relations
Michael Tate	Dean and Director	Cooperative Extension
JoAnn Thompson	Associate Dean	WSU Spokane

One month later nine Design Teams (Appendix I) were appointed, charged, and oriented. A year and a half later, and right on schedule (Appendix II), the nearly nonstop round of reflection, evaluation, planning, re-evaluation and more planning culminated in January 2002 with the Board of Regents approval of the final, basic Strategic Plan (http://www.wsu.edu/StrategicPlanning/ and Appendix III).

The result of this process has been an institution renewed in its purpose, far more united in its vision, and with the procedures in place that will allow it to weather the state's current budget predicament.

But, of course, that is only the beginning. This month President Rawlins and Provost Bates have appointed an Implementation Council, which will be "responsible for management and accountability of the strategic plan execution." Under the Council's direction, four Implementation Teams – one for each of the major goals of the final Strategic Plan -- will oversee the ongoing institutional commitment to the goals and actions of the Plan and to the Plan's relationship to the Budget process.

The WSU strategic plan drives both budget requests to the state and the internal allocation process. At the beginning of the FY2002 fiscal years, 3% of the WSU budget was reallocated to higher priorities, even as state budget cuts were being absorbed. The University is now facing additional 5% cuts from the state for next fiscal year. While these cuts will slow the implementation of the strategic plan, they will stop the progress. The University is committed to achieving the stated goals with whatever resources are available.

In Fall 2001, with the basic Vision and Mission in place, President Rawlins appointed and charged the Washington State University Branch and System Study Group. Their final report and recommendations – following widespread campus review and input -- are due to the president by June 1, 2002. Their charge is to specifically address the recommendation of the 1999 Evaluation Committee Report, as well as to review and reaffirm or recommend changes in the "direction of the branch campuses, [and] their mission and unique roles in the Washington State University system." The Study Group has been asked to address "system issues, branch campus issues, college and departmental issues, faculty and staff issues, the management of student affairs and business affairs, and the relationship with our partners across the state and the Legislature. Input from the community, faculty, staff, students, partners, and WSU stakeholders will be an essential part of this process." The review is further to "address issues of governance, and the general principles established when we built the multi-campus system, in particular the principle of one university, geographically dispersed, and how this principle is implemented."

Branch and Systems Study Group
Core Committee

Member	Position
James Zuiches, Chair	Dean, College of Agriculture and Home Economics
Larry James	Dean and CEO, WSU Tri-Cities
Hal Dengerink	Dean and CEO, WSU Vancouver
Bill Gray	Dean and CEO, WSU Spokane
Doug Baker	Vice Provost for Academic Affairs
Greg Royer	Vice President for Business Affairs

Each campus, convening a subcommittee of the study group, is working intensively with its community, its faculty, its staff, and its students to address the local and system-wide issues of the study group's charge.

Each of the Vice Presidents on the Core Committee is also working individually with the staff in his or her area of responsibility at all of the branch campuses to bring to the discussion considerations from the full array of university perspectives. In addition, each campus has developed its own "strategic design team that incorporates representatives from faculty, staff, students," as well as "community college representation . . . [and] representation from the political and economic sectors of the local community."

Finally, the planning and development of new degree programs throughout the university – Pullman, branches, and distance degree programs, alike -- has become more systematic and more closely related to the mission and goals of the institution. A recently implemented *New Program Proposal Template* is designed to elicit more depth in a broader array of relevant considerations. The goal is for both administrators and the Faculty Senate to make more knowledgeable and strategic decisions about proposed new programs.
 (http://www.wsu.edu/Faculty_Senate/new_program_proposal_template.htm)

The 1999 Evaluation Team also noted concern within the university community about three other issues:

> 1. ***Faculty concern about the academic preparation of incoming students and their ability to do college-level work***

This issue – both as a concern of the faculty and the Commission's request to address it -- was much on the minds of The Undergraduate Experience Design Team. The goal that emerged from this Design Team – "Offer the Best Undergraduate Experience in a Research University" – is closely related to this concern. The first subgoal under this goal, and the actions recommended to achieve the goal, directly address attracting and retaining well-prepared students.

GOAL: Offer the Best Undergraduate Experience in a Research University
   Sub goal 1: Attract, recruit, and retain a diverse high quality student body.

Required actions:
A. Implement recruitment and admissions strategies that reach and serve high ability students from high schools and community colleges.
B. Enforce more stringent retention standards.
C. Establish realistic enrollment targets that make clear we are striving to recruit the best students, not the most students.
D. Focus, coordinate, and integrate student recruitment and articulation efforts.
E. Develop and implement scholarship programs to attract high ability students.
F. Foster opportunities for study, internships, and experiential learning abroad to attract high quality students.
G. Make certain that all constituencies, including potential students, are aware of our institutional commitment to quality education.
H. Support outreach, recruitment, and retention programs that improve the diversity of our student body.

Already efforts are well underway to implement a number of these actions. President Rawlins has spoken out publicly and consistently about the university's commitment to "quality, not quantity" in enrollment numbers.

We have developed or restructured important scholarship programs to focus resources on recruiting better prepared freshmen and transfer students for the Fall 2002 semester. The *University Achievement Award* program, previously available to resident freshmen applicants with a 3.3+ high school grade point average, now requires a 3.6+ gpa. The value of the *Cougar Academic Awards (CAA)* for high achieving nonresident applicants has been raised from $4,000 to approximately $5,000 and brought under the Western Undergraduate Exchange (WUE) program, which makes it much more visible and accessible. Nonresident applicants with a 3.6+ high school gpa or transfer gpa qualify.

Fall 2002 is also the first year of the new *Washington State University Regents' Scholars* program. Every Washington high school principal may nominate two outstanding students, each of whom is eligible for a $6,000 scholarship spread over two years. One hundred of these nominees are selected by a faculty committee to receive an additional $2,000 scholarship over two years. Twenty-five of these one hundred are named as Regents Scholars and receive full scholarships for four years, exceeding $14,000 per year.

Fall 2002 is also the first year of the new *Washington State University – Community College Presidents' Award* program. This program allows each Washington Community College President to select one outstanding student to receive a $2,500 annual tuition waiver for three years to attend Washington State University.

Washington State University has also focused its marketing and outreach activities on high achieving prospective students. Off-campus events that in prior years had been marketed to prospective students with 3.3+ gpa were only marketed to students with a 3.5+ gpa this year. Recruiting materials aimed toward Fall 2003 and beyond were focus group tested and developed with high achieving high school students and their families as the targeted audience.

Results are already becoming apparent. As of this date, freshman applications for fall 2002 are up 18% and freshman deposits are up 20%. Transfer applications are up 35%. Applications from high ability freshmen (3.6 gpa and above) are up 34%. Applications from high achieving students are now processed on a priority basis in the Admissions Office, ensuring that Washington State University is among the first from whom they receive acceptances. Finally, all applications considered under the alternative admissions standards – i.e., those not meeting the regular admissions standards – were very closely scrutinized, and far fewer admitted for next fall.

*2. **Implications for the use of technology for both teaching and learning on the Pullman and branch campuses as well as by electronically mediated means and plans for funding both equipment and development costs.***

With the final draft of the University's Strategic Plan in place and implementation underway, the process of producing the first-ever strategic plan for information technology at Washington State University has begun. In September 2001, when President Lane Rawlins appointed IT Director Mary Doyle to the new position of Vice President for Information Technology, the appointment carried with it the directive to create an IT Strategic plan for the university. That planning process began in January with a two-day workshop session attended by key university administrators from the president's cabinet - deans/associate deans/vice presidents/faculty members/ department directors and others. The group was asked to address the question "How can information technology help Washington State University reach the goals of its strategic plan and achieve or enhance world-class status?"

The result of that session was a collection of ideas and issues directly related to IT and the university strategic plan. Based on these results, four working groups have been appointed to craft strategic goals and objectives for information technology at Washington State University. Membership on the working groups is representative of areas from across the university. The working groups and their general areas of focus are:

1. **The Environment --** This group is focusing on the technology environment and services for instruction, administration, etc. regardless of the university location.
2. **Infrastructure --** This group is focusing on the core technology infrastructure, security, and voice/data/video delivery systems.
3. **Funding --** This group is focusing on identifying appropriate fiscal models for acquiring, sustaining, and renewing technology.
4. **Human Capital --** This group is focusing on IT staffing as well as general technology training services

The schedule for this planning process requires the working groups to obtain university input during the remainder of the spring semester (March through May 2002), synthesize and evaluate input from all sources during the summer (May through August), discuss and refine a rough draft plan during fall semester, including more university input (September through December). A final draft of the plan will be presented to the president and the board of regents in January 2003. The draft plan will not only identify goals, strategies, actions, and performance measures for each focus area, but will cross-reference to goals of the university's strategic plan.

In a related area, distance delivery of degree completion programs has become one of the university's important uses of technology. In 1992, the Higher Education Coordinating Board approved WSU's request to offer a BA in Social Sciences via distance learning formats, and directed the university to focus on offering such courses

to students in rural communities. At that time the only ubiquitous telecommunications technologies were a television with VCR, and a telephone. Thus, courses were developed in preproduced video formats with course guides and textbooks, along with voice mail for student and faculty interaction.

Near the end of the decade, access to the Internet had increased to all areas of the state. In March 1999, WSU's Social and Economic Sciences Research Center conducted telephone interviews of current and potential DDP students to determine the technological access and expertise of these students. Results showed that the great majority of students have a computer at home that they can use for DDP coursework, and close to three-quarters of students have Internet access through their computers. DDP now focuses its course development and re-development efforts on online environments, which provide excellent opportunities for interaction among students and faculty members, developing communities that foster learning.
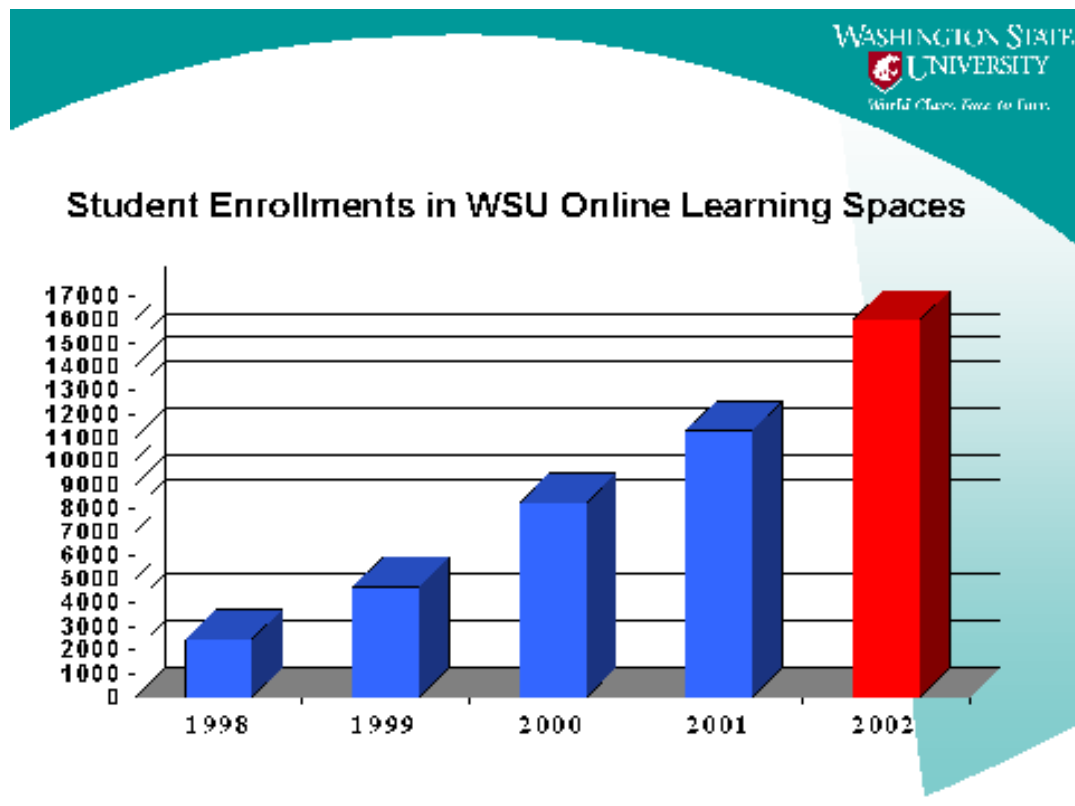
WSU is educating students for the 21st century, where independent learners who can demonstrate their abilities to think critically, work in teams, and problem solve will be highly valued by employers and society. To help students develop those skills, DDP uses a design process that promotes activities and assignments that require students to engage with core concepts and issues and apply what they learn in meaningful ways. In addition, a FIPSE-funded project has led to the development of a systematic approach to integrating the teaching and assessment of critical thinking into a wide variety of courses, including the design process for online courses. Subsequent assessment of the students' experiences in these online courses reveal that the goals are being realized and that students are recognizing and appreciating the enhanced learning opportunities provided through the increased interaction and deeper engagement.

In addition to its intensive one-to-one telephone and e-mail student services, DDP now also provides students with self-service access to information and services through "My DDP" and the DDP web site (www.distance.wsu.edu). Typical DDP students work part- or full-time and have significant family responsibilities, so both need and appreciate flexibility in accessing necessary information about their courses and programs.

The chart below shows Washington State University's online course use in terms of annual student enrollments, including both on-campus and distance courses. We are at roughly 500 classes that use WebCT, Bridge, and/or Speakeasy. (The latter two of which are in-house developed platforms that emphasize threaded discussion and collaborative work spaces.)   In a recent national comparison, WSU students were more likely than their peers elsewhere to indicate high levels of engagement with their faculty and other students. Our own assessments suggest that this characteristic can be partially attributed to extensive use of interactive online spaces in so many of their courses.

Our plans now are to develop more courses that are "designed" – a process where the faculty member(s) work with professional course designers from the first conceptual stages of building the course, beginning with the intended student learning outcomes.

We have been able to clearly demonstrate that "designed" courses are both more effective and cheaper, long-term, than providing support after the fact to courses transferred directly from classroom to distance formats.

During the past three years, the Center for Teaching, Learning, and Technology has participated in assessments of both costs and learning outcomes of teaching with technology. In the March/April 2002 *Change* magazine, Sally Johnstone reports the following conclusions, based largely on the WSU studies:

* Determining the full costs of a program that uses technology goes far beyond the costs of faculty, software, and its transmission system. People costs outweigh technology costs.

* If technology is just added on and changes are not made to the way classes are designed and managed, it just adds costs to the entire enterprise. In a typical academic approach to e-learning, a senior professor may develop all the online materials for a class, manage the class, and assess the students. This means the institution's highest priced academic staff member ends up providing technical, logistical, as well as

academic support to the students. This is not the most effective use of that person's time, nor is it the most efficient strategy for the use of institutional resources.

* Institutions need to think seriously about how a team of differently paid individuals with specific sets of expertise can play an appropriate role in this whole enterprise. If one of the goals of the campus is efficiency, then some new organizational models are needed.

* Good course design is critical but so is good design of support systems.

* Completion rates are directly related to the level and quality of mentoring/tutoring services. Low-cost mentoring must be built into the design of the course.

* Scalability and course development costs are the two primary cost determinants. Effective scalability can keep costs down.

* Evidence exists that we can develop technology-mediated classes that maintain a reasonable cost per student. These courses also have the extra benefit of increasing students' learning.

* No matter how developed, most of the courses still need instructors and tutors who work directly with students.

It is these understandings about the realities of e-learning that are now informing Washington State University's decisions and planning about online course and program development and redevelopment. Applying lessons learned from analysis of cost, need, and demand for online programs to the planning for proposed new on-campus, traditional programs, as well, has been an added benefit of this approach.

   5. Developing an increased ethnically diverse faculty and student body.

Recruiting and Retaining Students:

Since 1999, Washington State University (WSU) has increased institutional efforts in terms of recruiting and retaining ethnically diverse students. The 2001-02 freshman class on the Pullman campus is the second largest in the university's history and the most diverse ever, with students of color totaling 409 or 15 percent of the class.

Enrollment of students of color on the Pullman campus grew 5.4 percent this year. African American numbers increase from 489 to 553, an increase of 63, or 13 percent. Asian American student numbers increased from 931 to 964, an increase of 33. Hispanic numbers are up from 582 to 606, and increase of 24 students. Native American totals are up from 275 in fall 2000, to 278 students. The total number of students of color enrolled for fall 2001 across all classes represents more than 13

percent of the total Washington State University enrollment. From 1990 to 1998, increases in multicultural enrollment at WSU Pullman averaged 7 percent annually. Nationally, multicultural enrollment at higher education institutions increased an average 4.6 percent annually during that same period.

For fall 2002, applications from students of color are up another 8.7% and deposits are up 6.5% over last year at this time.

- As an indication of the success of these efforts, the Office of the Superintendent of Public Instruction (OSPI) recently recognized the university for its achievements in this area. With financial support from the U.S. Department of Education Title II Teacher Quality Enhancement grant funding, OSPI financed the production of a video and manual detailing the Washington State University model for recruiting and retaining students of color. The model consists of a five-step process that has been tested, refined, and utilized over a decade of the university's experience in the recruitment and retention of students of color. The process requires university-wide commitment and involvement. Other important components of the process include the involvement of ethnically diverse communities, alumni, and K-12 faculty and administrators. The university and OSPI personnel will distribute the completed media package to state middle and high school counselors, faculty, legislators, alumni, and corporations.

- The university implemented the American Diversity Requirement within the General Education program, beginning fall semester 2000. This requirement stipulates that all entering freshmen enroll in and pass one of approximately fifty courses that meet the American Diversity designated criteria. Implementation of the requirement was supported in part by a $100,000 Hewlett Pluralism and Unity grant. Continued curriculum diversification efforts will address the need for diversity coursework in majors.

At their December 2001 meeting, the Board of Regents accepted the university's new strategic plan. It is important to note that President Rawlins, when developing the strategic planning project, included a design team specifically directed toward diversity. As a result of this design team, diversity has been intricately woven throughout the final Strategic Plan. Diversity is explicitly listed as a university core value and diversity elements are integrated into each of the four institutional goals. The first goal, which deals with the undergraduate experience, is particularly relevant to institutional planning in terms of creating an ever increasingly diverse student body. Other goals address the need to increase diversity in graduate education.

Faculty Recruitment and Retention:

- Recruitment and, especially, retention of an ethnically diverse faculty has been particularly difficult at Washington State University because of its isolated location. To increase success in this area, the university needed a renewed

commitment from the university leadership and an inclusive planning process. Under the leadership of our new president, the university-wide strategic planning process that was recently completed includes university diversity goals. With the arrival of the new provost in February 2002, the provost and president, together, will provide leadership and oversight for the implementation of the strategic plan. The following strategies are being considered:

> Creating a fund, managed by the provost, to enhance college recruitment efforts of ethnically diverse faculty.
> Cluster hiring in selected colleges, aimed at creating an immediate impact in terms of addressing issues of isolation as well as mentoring of junior faculty and graduate students.
> Strengthening the existing "partner accommodation" program.
> Encouraging colleges to strategically plan for faculty diversification when vacancies occur through retirement or resignations.
> Improving the workplace climate through implementation of the strategic goal that requires the creation of a climate of trust and respect in the university environment.

Appointment of University Climate Council:

During fall semester 2000, the president appointed the University Climate Council made up of students, staff, and faculty, to address campus concerns related to racism violence, safety, and homophobia. The report and recommendations from the council addressed a wide range of issues. Thus far, several of the recommendations have been implemented, including a campus-wide program called "Stand for Diversity" that was held at the beginning of the fall semester 2001. Campus and community leaders participated in the program, set up booths at a diversity informational fair, and signed a pledge committing to work toward a safe and inclusive campus environment.

In January 2002, the president provided funds to enhance the biennial Racial Justice conference sponsored by the student YWCA group. Additional activities include an updated and enhanced safety brochure, and planning is underway to move the four ethnic student-counseling centers to a more prominent location on campus. Another significant outcome of the Climate Council is the appointment of a Special Assistant to the President, who has already been very active in moving the recommendations of this group forward.

In summary, Washington State University has a multitude of experience in the recruitment and retention of students of color. This experience should prove instructive in terms of effectively recruiting and retaining faculty, as well. With new university leadership and a renewed commitment to diversity, the likelihood of being even more successful is greatly improved. Regardless of statewide budgetary concerns, our strategic planning process and, to a certain extent, hiring efforts will continue. These

endeavors will demonstrate the institutional commitment to succeed in university diversity efforts.

APPENDIX I

Design Team Membership

Design Team Membership

DESIGN TEAM #1:
The Undergraduate Experience

Membership Roster

1. Leroy Ashby (Chair), Professor-History, ashby@wsu.edu
2. Steve Wymer, ASWSU President
3. Gary Brown, Interim Director-CTLT
4. Dick Law, Director-General Education
5. Barbara Hammond, Director-Counseling Services
6. Cindy Empy, Area Coordinator-Residence Life
7. Gary "Pete" Peterson, Chair-Human Development
8. Mary Monter, Pre-pharmacy Student
9. Mano Manoranjan, Associate Dean-Sciences
10. Greg Crouch, Research Assistant Professor-Chemistry
11. Ron Mittelhammer, Professor, Ag Econ

Ex-officio
*George Bettas, Vice Provost for Student Life/Dean of Students
Mary Wack, Dean-Honors College
Tim McCarty. Director-Compton Union Building
Steve Nakata, Director-Multicultural Student Services

Strategic Planning Oversight Committee Liaison
Bob Greenberg, Assoc. Professor-College of Business & Economics

DESIGN TEAM #2:
Research, Graduate, and Professional Education

Membership Roster

1. Raymond Quock, Professor and Chair-Pharm. Sciences/College of Pharmacy, quockr@wsu.edu
2. Maureen Schmitter-Edgecomb, Assoc. Professor and Interim Director-Clinical Training
3. Val Miskin, Director-Graduate Programs in Business
4. Dennis Dyck, Director-The Washington Institute for Mental Illness Research and Training; and Professor, Psychology (Spokane)
5. Susan Ritter, Professor/Scientist-VCAPP
6. Kristen Mitchell Graduate Student-Pharm. Toxicology/College of Pharmacy
7. Kelvin Lynn, Director-Center for Material Resources
8. Dennis Warner, Associate Dean and Professor-College of Education

Ex-officio
*Karen DePauw, Dean-Graduate School
George Hedge, Vice Provost-Research
Ralph Cavalieri, Director-Agricultural Research Center

Strategic Planning Oversight Committee Liaison
Joann Asher Thompson, Associate Dean-WSU Spokane

DESIGN TEAM #3:
Diversity

Membership Roster

1. Susan Armitage (Chair), Professor-History, armitage@wsu.edu
2. Shira Broschat, Professor-EECS
3. Terrie Scott, Director-Spokane MESA Center
4. Yolanda Flores-Niemann, Assoc. Professor-CAC/Asst. to Provost
5. Paul Gutierrez, King County Cooperative Extension Chair
6. Lincoln James, Professor-Communication
7. Duane DeTemple, Professor-Mathematics (Boeing Prof. in Math Ed)
8. Sylvia Mendez, Undergraduate Student

Ex-officio
Marshall Mitchell, Disability Resources
Deborah Love, Director-Center for Human Rights
Barbara Aston, Assistant to Provost
Melynda Huskey, Director-GLBTA Program
Lori Lamb, Assistant Vice President-Personnel and Administration
Alton Jamison, Vice Provost for Educational Development
*Felicia Gaskins, Associate Vice Provost-Human Relations & Diversity
Milt Lang, Recruiter-College of Education

Strategic Planning Oversight Committee Liaison
Mike Tate, Associate Dean-CAHE/Director-Cooperative Extension

DESIGN TEAM #4:
Efficiency and Effectiveness

Membership Roster

1. Ken Casavant (Chair), Professor-Agricultural Economics, casavantk@wsu.edu
2. Dave Sjoding, Associate Director-Energy Office
3. Erica Austin, Professor-Communication
4. Glenn Ford, Assistant Vice President-Business Affairs
5. Jeff Phelps, Finance Officer-HRD
6. Mike Malcolm, Director-Administrative Services (Vet Med)
7. Renee Hoeksel, Assoc. Professor-Nursing (Vancouver)
8. Rod Fort, Professor-Economics

Ex-officio
Deborah Love, Director-Center for Human Rights
Ev Davis, Director-Facilities Operations
*Greg Royer, Vice President-Business Affairs
James Roche, Director-Institutional Research
David Moers, Director-Human Resource Services

Strategic Planning Oversight Committee Liaison
Hal Dengerink, Campus Executive Officer/Dean-WSU Vancouver

DESIGN TEAM #5:
The Role of the Arts

Membership Roster

1. Erich Lear (Chair), Professor/Chair-School of Music & Theatre Arts, learej@wsu.edu
2. Alice Spitzer, Librarian-Holland Library
3. Carol Salusso, Chair-AMID
4. Chris Watts, Professor-Fine Arts
5. Leonard Orr, Professor-English (Tri-Cities)
6. Mark Kuzyk, Assoc. Professor-Physics
7. Martha (Marty) Mullen, Student Affairs Officer IV
8. Phill Tabb, Director-Architecture

Ex-officio
Dyana Curreri-Ermatinger, Director-Museum of Art
Jerry Schlatter, Director-Facilities Development
Joe Kerr, Director-Beasley Performing Arts Coliseum

Strategic Planning Oversight Committee Liaison
Barbara Couture, Dean-College of Liberal Arts

DESIGN TEAM #6:
Leadership in Information Technology

Membership Roster

1. Thomas Fischer (Chair), Director-School of EECS, fischer@eecs.wsu.edu
2. Barry Johnston, Director of Business Services
3. Len Jessup, Professor-MIS
4. Saleh Elgiadi, Manager of IT-Nursing
5. Tony Wright, Computer Coordinator-CAHE Information Dept.
6. Wayne Joerding, Professor-Economics
7. Brooke Randall, Undergraduate Student-MIS/Finance
8. Cheryl Dhein, Assoc. Professor-Veterinary Clinical Science

Ex-officio
Doug Baker, Vice Provost for Academic Affairs
Gary Brown, Interim Director-CTLT
Leslie Wykoff, Director-Information Services/Library (Vancouver)
Marshall Mitchell, ADA Coordinator
*Mary Doyle, Director-Information Technology
Scott Fedale, Chair-CAHE Information Department
Alex Tan, Professor/Director-Murrow School of Communication

Strategic Planning Oversight Committee Liaison
Bob Greenberg, Assoc. Professor-College of Business & Economics

DESIGN TEAM #7:
Biotechnology

Membership Roster

1. Mike Griswold (Chair), Professor/Director-School of Molecular Biosciences, mgriswold@mail.wsu.edu
2. Denny Davis, Professor/Chair-Biological Systems Engineering
3. Ed Rykiel, Assoc. Professor-Biology (Tri-Cities)
4. Eugene Rosa, Professor/Chair-Sociology
5. Joanna Ellington, Asst. Professor-Pharmacy/Vet Med
6. Joe Poovaiah, Professor-Horticulture & Landscape Architect
7. Margaret Black, Asst. Professor-Pharmaceutical Sciences
8. R. James Cook, Professor-Plant Pathology
9. Val Hillers, Professor-Food Science & Human Nutrition
10. Guy Palmer, Professor-Veterinary Medicine

Ex-officio
*George Hedge, Vice Provost for Research
Ken Spitzer, Associate Vice Provost for Research
Dwight Hagihara, Director-Environmental Health & Safety
Fran Pierce, Director-Center for Precision Agriculture

Strategic Planning Oversight Committee Liaison
Hal Dengerink, Campus Executive Officer/Dean-WSU Vancouver

DESIGN TEAM #8:
Identity

Membership Roster

1. Julie Andsager (Chair), Professor-Communication, andsager@mail.wsu.edu
2. Barb Chamberlain, Communication Director-Spokane
3. Cliff Moore, Associate Director-EUA
4. Don Stem, Professor-Marketing
5. Jim Rimpau, Vice Provost for Enrollment Management
6. Mary Sanchez-Lanier, Assistant Dean-Sciences
7. Rick DeBowes, Professor/Chair-Veterinary Clinical Science
8. Alvie McNair, Undergraduate Student-ASWSU PR Director

Ex-officio
Alton Jamison, Vice Provost for Educational Development
George Bettas, Vice Provost for Student Affairs
Sally Horton, Associate Director-Cooperative Extension
*Mary Gresch, Director-Marketing and Communications

Strategic Planning Oversight Committee Liaison
Sally Savage, Interim Vice President for University Advancement

DESIGN TEAM #9:
Outreach
Membership Roster

1. Nick Lovrich (Co-Chair), Professor-Political Science
2. Rob McDaniel (Co-Chair), Associate Dean-EUA, mcdaniel@wsu.edu
3. Darin Saul, Director-Center for Environmental Education
4. Dennis Ray, Associate Professor-Education
5. Kelsey Gray, Cooperative Extension
6. Matt Carroll, Associate Professor-Natural Resource Sciences
7. Orlan Svingen, Assoc. Professor-History
8. Larry Ganders, Director-State and Community Relations
9. Shane Giese, Director-Corporate/Foundation Relations
10. Jim McCullough, Professor/Director-International Business Institute

Ex-officio
Bill Gray, Campus Executive Officer/Dean-WSU Spokane
Jane Sherman, Associate Vice Provost-Academic Affairs
John Thielbahr, Director-Conferences & Professional Programs
*Muriel Oaks, Interim Vice President-EUA
Sonia Hussa, Director-Community Relations/University Events
Steve Wymer, ASWSU President

Strategic Planning Oversight Committee Liaison
Mike Tate, Associate Dean-CAHE/Director-Cooperative Extension

APPENDIX II

Strategic Planning Timeline

WASHINGTON STATE UNIVERSITY
STRATEGIC PLANNING PROCESS

Strategic Planning Oversight Committee Appointed	September 25, 2000
Design Team Membership Appointed	October 25, 2000
Orientation for Design Team Chairs and Members	October 31, 2000
Report on Strategic Planning Process at Chairs' Workshop	November 15, 2000
Presentation on Strategic Planning Process to Board of Regents	November 17, 2000
Scope Descriptions Due from Design Teams	December 1, 2000
Report on Strategic Planning Process at All Faculty Meeting	December 5, 2000
Report on Strategic Planning Process to Faculty Senate	December 7, 2000
Design Teams Submit External & Internal Environmental Analysis	December 15, 2000
Administrative Retreat	January 23-24, 2001
Regents' Strategic Planning Retreat	January 25, 2001
Strategic Issues Draft for Area Planning Use	February 15, 2001
Area Macro-Level Plans Due	March 1, 2001
Final Reports from Design Teams	March 15, 2001
External Task Forces Appointed	March, 2001
Town Hall Meetings	Mar. 30-Apr. 6, 2001
Response from SPOC on Design Teams' Reports	April 2, 2001
Resubmission of Reports From Design Teams	April 13, 2001
Draft Strategic Plan presented to WSU Community (Tentative)	August/Sept. 2001
Strategic Plan Submitted from SPOC to President Rawlins	November 2001
Strategic Plan Presented for Approval to Board of Regents	January 2002

APPENDIX III

Strategic Plan

STRATEGIC PLANNING

at Washington State University, 2000-2002

STRATEGIC PLAN

ACHIEVING OUR VISION:
WORLD CLASS, FACE-TO-FACE

Approved by the WSU Board of Regents
January 25, 2002

Office of the President
Strategic Planning Oversight Committee[*]

Vision

Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts, and provides an exemplary working and learning environment that fosters engagement.

Mission

As a public, land grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions and communities that we serve by fostering learning, inquiry, and engagement.

Values

Washington State University is guided by a commitment to excellence embodied in a set of core values.

> **Inquiry and Knowledge** – Intellectual growth is at the heart of Washington State University's mission. We are committed to developing an informed citizenry, to fostering a love of learning and intellectual inquiry in all its forms – empirical,

theoretical, and aesthetic – and to developing the capacity for thoughtful reasoning.

Engagement and Application - We are committed to partnerships focused on applying knowledge and expertise to address complex issues, especially, but not only, as that application enhances the partners' knowledge and understanding.

Leadership – We are guided by an ethic of leadership and service that recognizes the importance of identifying, articulating, and responding to the interests and needs of Washington State University's diverse constituencies.

Diversity – We are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds, and actions of individuals, eliminating prejudice. Our differences are expressed in many ways, including race, sex, age, physical and mental ability, sexual orientation, religion, class, philosophy, and culture. Respect for all persons and their contributions is essential to achieving our mission.

Character – Washington State University aims to create, through our work and our relationships, an environment that cultivates individual virtues and institutional integrity. To serve our diverse communities, we must first be a community that extends mutual respect and regard for all individuals and protects their right to free expression.

Stewardship – Careful shepherding of our financial, human, capital and intellectual resources is necessary for us to realize our values. In addition, the mission of the institution is most likely to be achieved when faculty, staff, and students at Washington State University take responsibility for upholding the full scope of these values.

Teamwork – A great strength of a university of distinction is the initiative and individual creativity of its members. But we also value a common commitment to achieving the institution's goals, a collective spirit, a dedication to teamwork, that transcends private concerns.

Strategic Goals

The University adopts herein a set of strategic goals to guide its actions and decisions. These goals address issues that are essential to the future success of Washington State University in carrying out its mission and achieving its vision.

The dozens of ideas for improving the institution that were advanced by the Design Teams support one or more of four overarching strategic goals. But the goals represent more than a distillation of the nine design team reports: they express the overriding aspirations that differentiate us from other institutions and define us as Washington State University.

These are intended to be transformational goals that will strengthen the university as a whole over the next five years. We begin with the recognition that Washington State University is an outstanding university and that this plan builds on the successes of the past. Not all elements of the institution require transformation, so some are not specifically included in the plan. We believe the design team reports, strategic plans from the budget areas, and the input from hundreds of members of the University community all support the aspiration that Washington State University become a research university of distinction, and that belief guided our efforts. This plan is not a road map, but a compass for the University's planning units – the budget areas – to use in developing their individual and more detailed strategic plans.

This plan is not a blueprint for centralized planning. It assumes a decentralized mode of strategic planning in which each budget area has responsibility for charting its own course in light of its own opportunities and strengths, and submitting budgets in which the priorities follow the plan. It assumes that budget areas will be supported in their plans to the extent that their plans are supportive of these major University-wide strategic goals.

The plan assumes a "living process" of strategic planning. Continuous refinement and improvement of the University's strategic plan will complement similar ongoing refinement of area plans as well. To facilitate ongoing planning, the University will continue to make the design team reports, and their appendices, available to planning units, which should adopt those recommendations that are pertinent to their strategic goals. The University will also maintain on the strategic planning web site a listing of the many changes that have already been implemented as a result of units reviewing the design team reports.

GOAL: Offer the Best Undergraduate Experience in a Research University

Sub goal 1: Attract, recruit, and retain a diverse high quality student body.

Required actions:
A. Implement recruitment and admissions strategies that reach and serve high ability students from high schools and community colleges.
B. Enforce more stringent retention standards.
C. Establish realistic enrollment targets that make clear we are striving to recruit the best students, not the most students.
D. Focus, coordinate, and integrate student recruitment and articulation efforts.
E. Develop and implement scholarship programs to attract high ability students.
F. Foster opportunities for study, internships, and experiential learning abroad to attract high quality students.
G. Make certain that all constituencies, including potential students, are aware of our institutional commitment to quality education.
H. Support outreach, recruitment, and retention programs that improve the diversity of our student body.

Sub goal 2: Create an academic culture that promotes and rewards one-on-one faculty-to-student and student-to-student interactions.

Required actions:
A. Recognize and reward faculty and staff for exemplary teaching, advising, mentoring, and leading.
B. Provide opportunities for more out-of-class interaction between students and faculty.
C. Provide increased opportunities for undergraduates to be exposed to "hands-on" research.
D. Provide increased opportunities for peer-to-peer faculty development and support programs that show promise for enhancing learning.
E. Work to more fully integrate diverse students and scholars, both domestic and international, within the University community.

Sub goal 3: Continually improve the quality of our program offerings and their delivery.

Required actions:
A. Establish an Office of Undergraduate Education (OUE) whose objective will be to provide coordination of university-wide aspects of undergraduate education and to promote continuous improvement in the undergraduate experience.
B. Create learning communities and continuously evaluate their effectiveness in enhancing the undergraduate experience.
C. Encourage and fund curricular innovations, including collaborative and interdisciplinary approaches, that improve the quality of our offerings.
D. Infuse international content into curricula to prepare citizens to become effective participants in the global economy and in an increasingly diverse and multicultural society, and provide incentives to units and individuals to achieve this goal.

E. Align capital development priorities to support top-flight undergraduate curricular and extracurricular programs.
F. Include general education in regular cycle of program review with the goal of continuous improvement.
G. Evaluate the costs and benefits of alternative delivery methods and techniques utilized in producing higher education; undertake in-depth and high-level analysis of the benefits, impact, and cost of distance education delivery.
H. Promote dialog on methods and outcomes of instruction.
I. Determine where technology can efficiently, and usefully, enhance the educational process implement these enhancements.
J. Help faculty understand where technology will make their teaching more effective.

Sub goal 4: Provide student advising and mentoring that empowers students to complete their programs of study, improves retention, increases student satisfaction, and bolsters academic achievement.

Required actions:
A. Reward undergraduate advising and mentoring.
B. Communicate to students their shared responsibility in the planning and timely completion of their academic program.
C. Require each department or program to maintain formal advising policies and procedures.

GOAL: Nurture a World Class Environment for Research, Scholarship, Graduate Education, the Arts, and Engagement

Sub goal 1: Recruit, develop, and retain outstanding faculty researchers, scholars and artists.

Required actions:
A. Raise faculty salaries to competitive levels.
B. Alter the rank mix of senior to junior faculty at WSU to compare favorably with our peer institutions.
C. Develop targeted funding pools for faculty startup.
D. Develop targeted funding pools for effective recruitment and retention of faculty, assuring attention to underrepresented groups.
E. Develop new salary supplementation policy (e.g., soft money positions, practice plans, and other creative approaches).
F. Assure that high standards for annual review, promotion, and tenure are publicly communicated and uniformly applied.

Sub goal 2: Strategically develop areas of excellence in collaborative research, scholarship, and the arts.

Required actions:
A. Establish funding to be awarded competitively to support initiation of collaborative research.
B. Establish crosscutting interdisciplinary work groups.
C. Foster and reward interdisciplinary scholarship and research, including revision of promotion and tenure guidelines to recognize collaborative scholarship and development of model agreements for sharing of cost recovery among units participating in interdisciplinary work.

Sub goal 3: Develop targeted strategies to attract extramural funding.

Required actions:
A. Coordinate the institutional federal priority process to focus on university strategic research and scholarship initiatives.
B. Establish a multi-million dollar 5-year campaign to support biotechnology-related research from federal, state, and private sources.
C. Encourage colleges and departments to develop plans for growth of individual and collaborative grants.

Sub goal 4: Strengthen the infrastructure that supports research, scholarship and the arts.

Required actions:
A. Create an Advisory Research Council for the Office of the Vice Provost for Research.

B. Improve the efficiency and effectiveness of research support groups: OGRD, OIPA, SPFO, and the Office of the Vice Provost for Research.
C. Align capital development priorities with needs for improving and maintaining core infrastructure: research facilities, library resources, and information technology.
D. Create a Center for Biotechnology.
E. Build new facilities and renovate existing facilities, consistent with our program goals and directions, to support the next generation of activities in research, scholarship and the arts, including a performing arts center and a conference center.
F. Identify and support scholarly publications emanating from WSU.
    a. Identify and support Tier I journals produced and/or located at WSU.
    b. Increase visibility and prestige of university press publications.

Sub goal 5: Recruit a diverse high quality graduate student body and provide a supportive environment.

Required Actions:
              A. Provide competitive graduate stipends and benefits.
                B. Enhance TA training opportunities.
C. Provide graduate mentoring programs.
D. Strengthen recruiting relationships with domestic and international colleges and universities.

Sub goal 6: Establish a culture of engagement with problems and issues of interest to external constituencies.

Required Actions:
A. Fully implement the newly established University-wide Cooperative Extension plan to enhance the larger goal of university-wide engagement.
B. Develop local, state, national and worldwide partnerships to foster research, scholarship, the arts, and engagement.
C. Through partnerships, apply university knowledge and expertise to address and solve local, state, national, and worldwide problems and issues.

GOAL: Create an environment of trust and respect in all we do.

Sub goal 1: Create and support classroom and workplace environments that actively encourage substantive dialog and communication among members of the university community.

Required actions:
A. Encourage decision makers to solicit input from the university community.
B. Openly and candidly communicate decisions and reasons for those decisions to the university community.

Sub goal 2: Align reviews for all faculty, staff, and administrators with institutional goals and university values, including diversity.

Required actions:
A. Use evaluation processes to communicate institutional goals.
B. Insure that annual reviews include discussion of performance in terms of institutional goals.
C. Insure that supervisors conduct annual reviews in a manner consistent with university policy and guidelines.

Sub goal 3: Develop a balanced program of incentives, rewards, and recognition of the achievements and contributions of University employees at all levels.

Required actions:
A. Acknowledge job performance in all areas of faculty and staff achievement, including teaching, scholarship, research, the creative and performing arts, and outreach.
B. Encourage every department and college to develop a consistently applied recognition system for faculty and staff.

Sub goal 4: Develop institutional programs that enable all members of the community to productively participate in a multicultural, pluralistic university.

Required actions:
A. Develop effective training programs for faculty, staff, student leaders, and administrators that will enhance organizational skills in such areas as diversity education, conflict resolution, personnel management, faculty recruitment, mentoring, and retention.
B. Provide orientation programs for new employees that communicate institutional values.
C. Periodically assess workplace and classroom environments for employee and student satisfaction.

Sub goal 5: Foster a high quality of life for all individuals throughout the university community.

Sub goal 6: Promote a positive workplace in which employees are valued and professional growth encouraged.

Required actions:
A. Periodically assess employees' perceptions about how and whether they are valued and respected, and act on the results of that assessment.

GOAL: Develop a culture of shared commitment to quality in all of our activities.

Sub goal 1: Develop strategies that foster a university culture dedicated to adopting and extending best practices that promote an ongoing commitment to continuous improvement.

Required Actions:
A. Align responsibilities, authority and accountability.
B. Develop high quality programs and hire qualified personnel that will address the issues and needs of Washington citizens and the world.
C. Create an internal understanding and appreciation for Washington State University's high-quality teaching, research and outreach among all students, faculty, and staff across all of our Campuses, Colleges and Departments.
D. Emphasize quality above quantity when evaluating employees and programs.
E. Encourage units to identify measures of quality and benchmarks against which they should and will be evaluated in their strategic plans.

Sub goal 2: Create a university culture that supports efficient and effective collaboration.

Required Actions:
A. Improve the quality and effectiveness of internal communications, particularly among units engaged in related activities.
B. Improve and expand the flow of university information in all appropriate directions.
C. Eliminate redundant and overlapping committees and improve the effectiveness of remaining committees.
D. Undertake a comprehensive review of university academic and business policies, procedures and committees. Assess their function, necessity and productivity, institute changes to increase efficiency and effectiveness, and eliminate redundancy.
E. Establish new metrics in employee and program evaluations that emphasize collaboration, sharing of resources and multi-disciplinary efforts.
F. Reward successful collaboration.

Sub goal 3: Provide technologies that enhance effective links among teaching, research and outreach and that increase quality.

Required Actions:
A. Develop, secure and maintain instructional, business and administrative technologies necessary to efficiently and effectively meet growing demands from many sources.
B. Develop a clear and consistent university process for evaluating existing technology for effectiveness, efficiency and compatibility and introducing new, more efficient technologies.
C. Provide accessible training to all appropriate constituents to maximize the effective use of technologies.

D. Continuously evaluate and update infrastructure to support those technologies that are required for effective research, teaching, and administration.

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[*] William Fassett, Chair; Karl Boehmke, Vice-Chair; Barbara Couture; Hal Dengerink; Robert Greenberg; Sally Savage; Michael Tate; JoAnn Thompson; Ronald Hopkins, Ex-Officio