



World Class. Face to Face.

Progress Report
to the
Northwest Commission on Colleges and Universities

October 1, 2010

Table of Contents

Introduction	3
Recommendation One.....	3
Recommendation Two.....	6
Recommendation Three.....	9
Summary.....	12
Appendix A	
Appendix B	
Appendix C	
Appendix D	
Appendix E	

INTRODUCTION

The Northwest Commission on Colleges and Universities requested this progress report on July 27, 2009, based on the *Self-Study Report for Reaffirmation of Accreditation* submitted by Washington State University for its 10-year comprehensive evaluation in April of that year. The Commission requested progress reports on three recommendations, which are provided in the sections below.

RECOMMENDATION ONE

The committee recommends that Washington State University provide contemporary enterprise information management systems that will address the needs of the future for its student, academic, and management support requirements (Standards 3.C.5, 5.C.1, 7.C.2, 8.B.1).

This Evaluation Committee's recommendation did not come as a surprise. Over the course of preparing the 2009 Self-Study report, information technology and an aging legacy system was identified as one of four cross-cutting challenges impacting the university as a whole and serving as a serious impediment to progress for almost every area of the university. Our internal assessment, and that of the Evaluation Committee, was reaffirmed in May 2009 in a report provided by a nationally recognized professional consultant.

The significance of this challenge and the high priority placed upon it by the university was reflected in the fact that funding had been requested in the biennial operating budget request submitted to the state in the fall of 2008. It was the university's second highest priority, after funding for salary increases for faculty, staff, and graduate students. This request was not funded by the state legislature. The university continued to seek funding for a student information system in the 2010 supplemental budget through a formal request for state funding, and a request that if funding were not available, the university be allowed to move forward with the project with funding from Certificates of Participation issued by the State Treasurer's Office. The legislature did not fund the request but approved the issuance of Certificates of Participation on behalf of Washington State University. These certificates will be repaid over time from internal university funding. President Floyd's message to the university community about rebuilding our IT infrastructure and the supplemental budget request can be found at <http://president.wsu.edu/perspectives/111909.html>.

A request for proposals was issued in November 2009 for the student information systems project, and Oracle was eventually selected to provide the systems software, hosting, and consulting for implementation services. The project began in July 2010 with a budget not to exceed \$15 million and an expected completion date of July 2012. The new system will replace an aging legacy system that has

placed the entire WSU community at substantial risk. The system will be comprehensive, reliable, user-friendly, and secure and will include business continuity and disaster recovery plans. It will have a reliable technology infrastructure supporting it, will enable the university to effectively meet and adapt to the changing needs of the student body across all campuses and distance learning program, easily integrate with other campus systems, and provide faculty, staff, students, and administrators with timely data and self-service tools. The new system will significantly improve performance and service to the university community in the following high-level functional areas:

- Recruiting and retention
- Admissions
- Registration and student records (academic history and awards - transcripts, degree management)
- Enrollment management
- Financial aid packaging and delivery
- Advising
- Student loan processing
- Catalog course management and scheduling
- Student accounts (tied to registration, admissions, and financial aid)
- Work study and student employment management
- Health and safety alerts

Additional and more detailed information about the student information systems project can be found at <http://sis.wsu.edu/> . Washington State University's long term plan, once this project is completed and contingent upon the availability of funds is to move forward with a complete solution to our information technology challenges by addressing financials and human resources/payroll in a follow-on phase.

In addition to the student information systems project, other projects completed or underway to enhance WSU's ability to deliver improved and expanded information technology services to the university community include:

- The Pullman campus wireless project which now provides 100 percent wireless coverage in all academic buildings and most administrative buildings;
- Combining the classroom learning environment into one platform for all WSU campuses (Angel Learning Systems);
- In conjunction with other Washington State higher education institutions, implementing Elluminate Live, which is optimized for learning for two students or two hundred, for desktop conferencing..

- Continuing the upgrade of the Pullman core network infrastructure including new electronics and some cabling, paving the way for future technology advancements.
- Adding electrical and cooling capacity to the Pullman Data Center to allow for future high performance computing equipment and services.
- Initiation of a server virtualization process in the Pullman Data Center to provide efficiencies of space, power, and cooling. Virtualization allows for more than one server to operate on the same piece of hardware.
- Updating 23 general university classrooms during summer 2010 with modern equipment (cameras, web conferencing, computers, projectors, and sound systems) to provide instructors with improved means for delivering course content and interacting with students.
- Transitioning from a legacy traditional PBX telephone system to an Internet Protocol (IP) based phone system. The WSU Vancouver and Spokane campuses have completed their transition to Voice Over IP (VOIP) systems and the Tri-Cities campus will complete the transition to a VOIP system this year. The WSU Pullman VOIP system project is underway and is expected to be completed in spring 2012.
- Providing access to WSU's High Speed Research Network (HSRN) to WSU Vancouver and WSU Tri-Cities this year. Access is currently available to WSU Pullman and WSU Spokane. The HSRN is a high speed fiber optic network connecting higher education and research institutions across the United States via the Idaho Regional Optical Network (IRON). Access to this network provides WSU faculty and staff the network bandwidth required to support existing and future research programs, and enables collaboration among participating academic and research communities nationally and internationally.

Finally, in light of the significant budget challenges the university has faced and continues to face, the university is implementing a significant reorganization plan to achieve budget savings and eliminate duplication of services while maintaining the quality of the university's programs and our focus on meeting our overall strategic priorities. President Floyd's message to the university community on this reorganization can be found at: <http://from.wsu.edu/president/2010/08-13/announcement.html>. A key aspect of the university's reorganization efforts is an initiative regarding our information technology services. As we seek economies of scale and more cost effective ways of maintaining existing services, information technology will be part of the solution. President Floyd has asked Warwick Bayly, Provost and Executive Vice President, and Roger Patterson, Vice President for Business and Finance, to co-chair a committee to identify strategies that will maintain the quality of our IT services but do so in a more integrated and cost

effective way. His message to the university community on this subject can be found at: <http://president.wsu.edu/perspectives/081710.html>.

RECOMMENDATION TWO

Implementation of the educational assessment plan remains inconsistent across the University, despite promising starts and a number of exemplary successes in selected programs. The Commission recommends that the University continue to enhance and strengthen its assessment process. This process needs to be extended to all of the University's educational programs, including graduate programs, and programs offered at the branch campuses (Standard 2.B).

Undergraduate Program Assessment

Overview: In response to the NWCCU's recommendation that WSU enhance and strengthen the assessment process, WSU has established the Office of Assessment and Innovation (OAI) by reassigning, refocusing and training a team of assessment specialists from the former Center for Teaching, Learning, and Technology (CTLT). The OAI has been charged with supporting a comprehensive system of institutional assessment. To ensure that undergraduate program assessment is complementary to the institutional system, OAI has assigned individuals to serve as assessment consultants to each of WSU's undergraduate programs. In turn, each program identified a program point person to collaborate with and coordinate communications between the institutional system and the program assessment system.

Undergraduate Assessment Process: Each program's assessment system is characterized by and assessed on four dimensions:

1. **The team and system** -- To ensure WSU Assessment System utility and consistency, each program has established an assessment team. Each team includes faculty, graduate students, undergraduates, and stakeholders from associated professional communities of practice -- industry in pre-professional programs, professional associations in others, or alumni. These teams of stakeholders have responsibility for making sure the assessment goals and outcomes are well defined and correspond to the knowledge, skills, and interests of the broader community, and that the process is appropriately verifiable and credible.
2. **Goals, Outcomes, and Performance Measures** -- Each WSU program is expected to establish and align goals and outcomes that respond to their unique needs and, at the same time, to articulate and measure how those outcomes contribute or map to WSU's Six Learning Goals of the

Baccalaureate.

3. **Evidence and Action** -- Each program is expected to share evidence and a systematic process of analysis that guides changes in curriculum, pedagogies, and the assessment process itself, as needed, to respond to changing contexts and increasingly focused purposes of assessment, always targeting improvements in student learning and the student learning experience.
4. **Leadership and the Scholarship of Teaching and Learning (SoTL)** -
- Finally, each program is expected to provide evidence of effective leadership, essential for the sustainability of robust assessment processes and for promoting an ongoing commitment to the scholarship of teaching and learning necessary for an effective culture of evidence.

Undergraduate Assessment Reports: The first year of the system has yielded good results, and each program has been working with OAI personnel to maintain and update their assessment work as well as their reports. Most programs are now entering their second and third updates of their assessment work as we begin the second year of the system. Of the 59 WSU undergraduate degree programs, 100% have implemented their assessment strategies and generated useful and focused assessment reports. A majority of the programs working with OAI have also established processes for providing independent review of their assessment efforts to ensure that the assessment is verifiable and credible. Many programs are working closely with advisory boards, NGOs, industry representatives, or professional societies. Their goal is to ensure that WSU graduates will have the skills and knowledge to contribute as engaged and responsible citizens by making assessment processes public, transparent, and focused on sharing goals and performance measures that will align with, benefit, and shape the student learning experience. (For summary information, see Appendix A.)

To access the most recent fall 2010 reports for each undergraduate program, their ratings on the four dimensions of the assessment system, and the feedback they have received from the OAI, link to the WSU institutional assessment portfolio at <http://oai.wsu.edu/>.

Graduate Program Assessment

Overview: Graduate education, by its nature, involves individualized advanced study with the objective to train scholars and generate new disciplinary, cross disciplinary, and interdisciplinary knowledge. At Washington State University the Graduate School is responsible for the assessment and review of all graduate programs. Each year the Graduate School examines the principal elements of each program's assessment plan, with particular emphasis placed on assessing student learning outcomes. Each degree program is asked to review: (a) the educational goals of the program; (b) measures of evaluating success in achieving these goals;

(c) identification of the goals that are being successfully met as well as those that need attention as determined by an analysis of the data; and (d) use of assessment data to improve program quality.

Graduate Assessment Measures: All graduate students in all fields are assessed on their: (a) acquisition of advanced knowledge; (b) a robust understanding of the research literature in their field (c) acquisition of professional, verbal, and written skills; (d) ability to undertake appropriate research, scholarly or creative endeavors, that contribute to the literature and knowledge in the field of study; (e) ability to teach, often at the university level; and (f) ability to find employment in their chosen field.

A reasonably consistent group of quantitatively driven criteria is currently being used to assess graduate programs at Washington State University. Among the educational outcome measures examined are the performance of students and the quality of the programs as reflected in the grades in given graduate courses, the performance of students on qualifying examinations, the number of refereed journal publications, the grants and contracts received, and the career advancement opportunities obtained after leaving the graduate program. Graduate programs use these assessment data to improve their course requirements, introduce new courses, modify program requirements and, in the case of several scientific disciplines, improve their research facilities and equipment.

Programs use assessment measures appropriate to the discipline and degree. Most graduate programs assess the acquisition of advanced knowledge in the discipline through comprehensive written and/or oral examinations. Common to most graduate degree programs is the requirement that students must complete some type of project, thesis or dissertation, or other scholarly or creative work. These undertakings serve to assess students' ability to do research, perform advanced skills or techniques, and write or perform in a professionally acceptable manner.

For programs culminating in a project, thesis, dissertation, or other scholarly and creative works, evaluation of these undertakings by committees of graduate faculty remains the definitive assessment standard of student success at the graduate level. When it is appropriate, an assessment of graduate students' ability to teach/instruct undergraduates or professional colleagues is also an assessment tool.

Some master's and doctoral programs assess outcomes by identifying the number of degree program graduates that go on to doctoral education or to postdoctoral study. Numbers of contributions to the scholarly literature both during and several years immediately after graduation similarly are used as a form of assessment by some programs.

Graduate Program Assessment Reports: Every four years doctoral programs, and every five years masters programs, are asked to undertake a "self-study" of their

program. This self-study evaluates program performance given the mission and goal statement, intended educational objectives and outcomes, and the availability of faculty and other resources. In particular, data on student matriculation, retention and graduation, faculty and student scholarly activity, infrastructure support, research activity, and evaluation of student learning outcomes is integrated to provide an overall view of the success of the program. As a result of the reviews, appropriate changes are instituted that improve all aspects of the graduate student experience, as well as improve the competitiveness of graduates for employment in academics, government, or industry.

The Graduate School is in the third year of the current program assessment and review cycle (<http://www.gradschool.wsu.edu/FacultyStaff/Assessment/>). To date all programs have a developed assessment process which includes a clear mission statement and learning outcomes assessment plan. For summary information, see Appendix B.

RECOMMENDATION THREE

Washington State University has embarked upon an aggressive strategy of institutional transformation and change. This is reflected, for example, in a significantly greater emphasis on research and graduate education, a restructured general education program, a comprehensive review that is leading to the elimination and/or enhancement of academic programs, and the creation of a new University College. In this context of substantive change, the Commission recommends that the University administration and its governing board pay particular attention to expectations that the process be participatory, respecting the views of all stakeholder groups in matters where they have direct and reasonable interest in order to sustain a structure that ensures the long-term stability and integrity of the institution (Standards 1.B.3, 6.A.3).

The President's 2010 state tour to visit every county in the state highlighted Washington State University's interest in hearing from and responding to all of its many constituencies (<http://engagement.wsu.edu/#panel-1>). The same commitment to open and inclusive information gathering and participative decision-making characterizes the internal response to the major, on-going challenges facing the institution. The success of this approach is evidenced by the preponderance of good will and support for the administration demonstrated by the WSU community as it faces its greatest challenge in decades.

Example 1: The Academic Affairs Program Prioritization (A2P2) process described in the *Self-Study Report* (pp. 20-21) was designed with extensive faculty participation (See Appendix C). The NWCCU Evaluation Team visited at a mid-point in the

process, when initial recommendations for program elimination had just been publicized, leading to some natural consternation in potentially targeted programs.

In subsequent stages of the process the Provost provided to the Faculty Senate Steering Committee a proposal about which programs to eliminate, along with written justification supporting each proposed cut. The Steering Committee reviewed these proposals and sent comments back to the Provost. In addition, the Faculty Senate held an open Faculty Senate meeting at which each unit under consideration for elimination was given time to present its case. Public comments were also welcomed at the meeting. The Senate officers sent recommendations to the President and Provost based on the results of this meeting, and the President and Provost changed the final decisions based on the feedback that they had received. Full details of the final budget decisions were provided to the entire WSU community (See Appendix D).

Reaction later confirmed that most faculty members were satisfied with the process and believed that their opinions had been heard and their interests considered. Given the ultimate success of that initiative, and now that three years have passed since the initial A2P2 self-studies with no relief from budget pressures, A2P2 II is underway to inform the next efforts toward additional academic cost savings.

Recognizing that the depth of the state's financial distress over the next 3-5 years may require even more creative solutions than A2P2 II generates, the President recently conducted a well-attended forum (<http://experience.wsu.edu/081610forum>) to discuss the recently announced consolidations of vice-presidential areas from nine to six, where he was lauded by participants for his handling of the situation to date. Similarly, the Provost recently met for 2 ½ hours in a very positive meeting with the deans, associate deans, college finance officers, and department chairs to discuss the university's budget prospects, to answer questions, and to elicit and inspire more inventive and resourceful approaches to the financial challenge WSU faces.

Example 2: Beginning in Fall 2008, the 10-member General Education Visioning Committee (GEVC) was tasked by the Office of the Provost to consider new possibilities for structuring general education at WSU in light of current national literature and models, and to conduct an internal review of General Education-related issues at WSU (Appendix D). Their August 2009 report detailed the current status and fundamental issues and concerns regarding general education, including: a) an outdated budgeting system; b) a widespread lack of knowledge about the nature, purpose, and structure of the program; c) a fundamental shift in education nationally and internationally to a focus on outcomes; and d) the benefits of creating coherent general education pathways that run "vertically" through all years of a student's baccalaureate program rather than "horizontally" in the first two years, thus allowing students to engage in their declared interests earlier. Out of that report came two major building blocks for a revised General

Education curriculum: 1) a Vision of General Education at WSU; and 2) a set of design principles to which any new curriculum should adhere.

The next step was to initiate widespread dialogue across the campuses at WSU regarding the report's implications. Toward that end, during the Spring of 2010, the ongoing General Education Committee (GEC) held multiple forums on all campuses to allow faculty, staff and students the chance to provide input regarding the report and its recommendations. In these forums, many expressed the desire not just to react to the principles laid out in the GEVC Report, but to respond to a specific proposal for a revised curricular structure based on those design principles.

After consultation with the Teaching Academy and receiving input from the Faculty Senate and faculty, students, and staff in the campus forums, the GEC developed a new set of University Learning Requirements (ULRs) and a proposed curriculum that meets the GEVC Vision and required design principles. It presents: a) the newly proposed University Learning Requirements (ULRs); b) descriptions of the criteria for courses that would meet these requirements; c) sample course plans for a selection of undergraduate majors in order to facilitate an understanding of how the new curriculum would interface with the major; and d) a summary of the advantages and potential controversies associated with the proposal.

The committee next sought input and feedback from the entire WSU community regarding the proposed curriculum revision. In doing so, the GEC acknowledged that its proposed curriculum is not the only possible structure that would meet the GEVC Vision and adhere to the GEVC Design Principles. Therefore, the committee welcomed alternative ideas for a GE curriculum.

Toward that end, the committee requested that faculty, staff, and students to either:

- a) endorse the draft proposal; or
- b) propose specific modifications to the draft proposal to address any problems seen in that proposal; or

The deadline for comments/revisions is October 15th, 2010. The committee will work to develop one or more revised proposals for the campus community and Faculty Senate to consider. The final proposal is likely to be a merger of the best and most innovative ideas submitted during this process, rather than a replica of any one submission. Subsequent steps will include widespread dissemination of the final proposal and formal review through the Faculty Senate approval process (<http://universitycollege.wsu.edu/genedrevise/trackingprogress/>). An ongoing, on-line forum also continues to solicit comments and ideas, and campus newspaper articles call attention to each upcoming decision point in the process.

SUMMARY

Over the past year and a half, Washington State University has continued to strengthen several of the systems that are core to its ongoing success.

First, installation of the new Student Information System began on July 1, 2010. Although no state funding was available for this project in the current economic environment, the legislature authorized “bonding” authority for WSU to self-fund Phase I of the long-planned new enterprise information management system (*Self-Study Report, p. 256*). Implementation of Phase I will avert the possibility of system interruptions most closely related to serving students, and allow more sophisticated data analysis related to student success. Phase II, financial and human resource systems, will follow as funding is developed.

Second, the creation of the Office of Academic Effectiveness (*Self-Study Report, p. 37*) and the subsequent transition of the Center for Teaching, Learning, and Technology into the Office of Assessment and Innovation (OAI) have generated a more dynamic environment for systematic assessment of undergraduate student learning. Each department has an OAI staff member assigned as an assessment consultant, and the institution has now completed three cycles of systematically collecting data and reporting on student learning assessment activities. The Graduate School has implemented a similarly systematic process for assessment and review of all graduate programs. The entire university, including all degree levels and all campuses, is now involved in the assessment process.

Finally, rounding out this response to the Commission’s recommendations are examples of major initiatives that have been developed and implemented in ways that include the perspectives of all relevant constituencies. Visioning, designing, and – in the future – implementing a new General Education program has been, and will continue to be, a widely inclusive process (*Self-Study Report, p. 52*). The Academic Affairs Program Prioritization (A2P2) process (*Self-Study Report, pp. 20-21*) that led to recommendations for program elimination, when played out to completion, provided reassurance to the community that any program closures would be – and will continue to be -- analyzed and implemented openly and thoughtfully.

APPENDIX A: Undergraduate Assessment Summary

WSU Assessment

Year One Assessment

2009- 2010

Accountability has been in the spotlight. The target has been moving. The bar rising. WSU leadership has responded. One year after implementing a new and rigorous assessment system, WSU programs are responding.

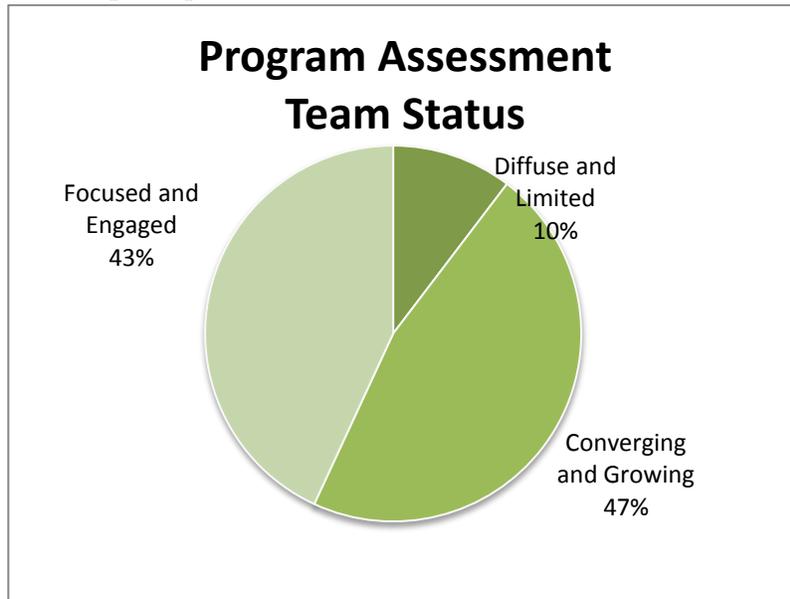
Assessment

The WSU Assessment System asks program assessment teams to explicitly describe how program faculty, staff and stakeholders work together to focus assessment on improving students' learning opportunities and learning outcomes. (The system criteria—*WSU's Guide to Effective Program Outcomes Assessment*—is available at oai.wsu.edu).

The range of responses from WSU programs reflects a focus and collaboration that is developing and deepening. As a baseline benchmark within this category, program assessment purposes are either:

*Diffuse and Limited
Converging and Growing
Focused and Engaged*

Of 58 undergraduate programs, 43% (25) engage a team of faculty and staff in the program work together and use assessment to improve their students learning experiences. An additional 47% so far has a converging and growing assessment focus and team. Finally, only 10% (6) of WSU programs have focus and team participation that are, so far, diffuse and limited.

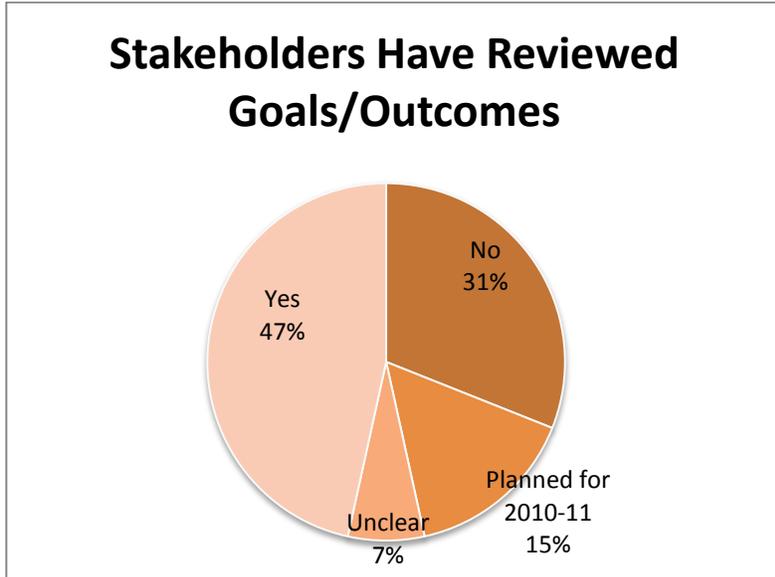


Program Engagement

Focused & Engaged	25
Converging & Growing	27
Diffuse & limited	6
Total	58

Stakeholder Review of Goals and Program Outcomes

Stakeholder review helps verify that goals and outcomes are grounded by independent review. External stakeholders are encouraged to confirm the utility of a program’s goals from their vantage as employers of graduates of WSU programs, colleagues in professional organizations or NGOs, or as faculty at peer institutions, depending upon the WSU program. In one year, almost half (47%) of WSU programs have recognized the critical value of this collaboration.

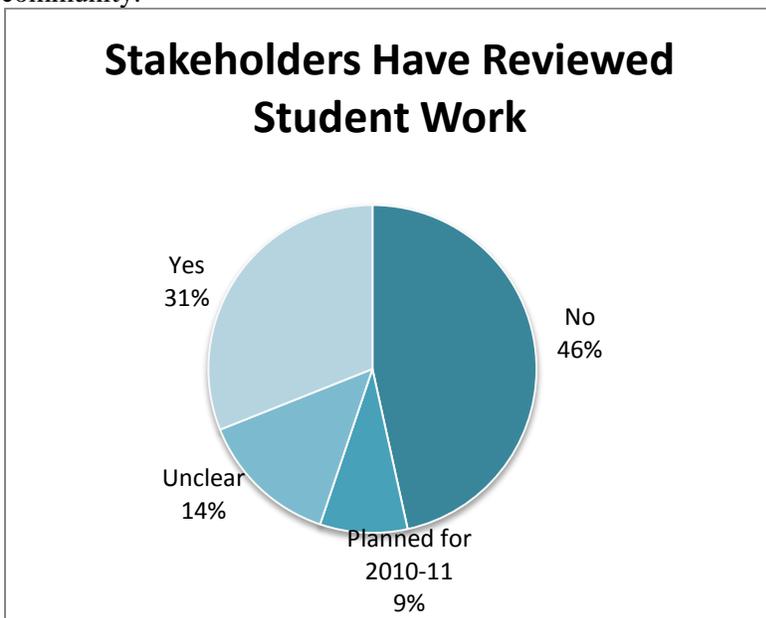


Stakeholders Review Goals/Outcomes

No	18
Planned for 2010-11	9
Unclear	4
Yes	27
Grand Total	58

Stakeholder Review of Student Performance or Work

WSU encourages independent review of specific learning outcomes. WSU strives to engage a program’s community of practice in reviewing samples of student work. In this fall’s 2010 baseline, already 31% of WSU programs have engaged external stakeholders in this practice. The approach is rich with opportunities for improving student learning outcomes and students’ learning experiences, and it validates WSU’s assessment practices in ways that deepen collaboration among WSU, students, and the broader community.

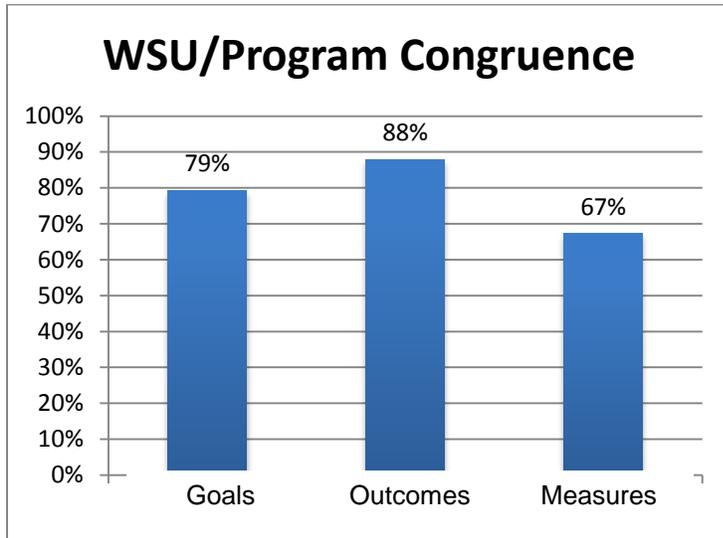


Stakeholders Have Reviewed Student Work

No	27
Planned for 2010-11	5
Unclear	8
Yes	18
Grand Total	58

WSU and Program Congruence

WSU has articulated 6 Goals of the Baccalaureate. In year one of the WSU assessment system, the focus was on establishing systems of assessment in each program that, by default, targeted the specialty or learning in the specific discipline. The expectation, however, is to clearly align those outcomes so the institutional culture can reflect on our collaborative, institutional progress. For the first year, we are making good progress with that practice.

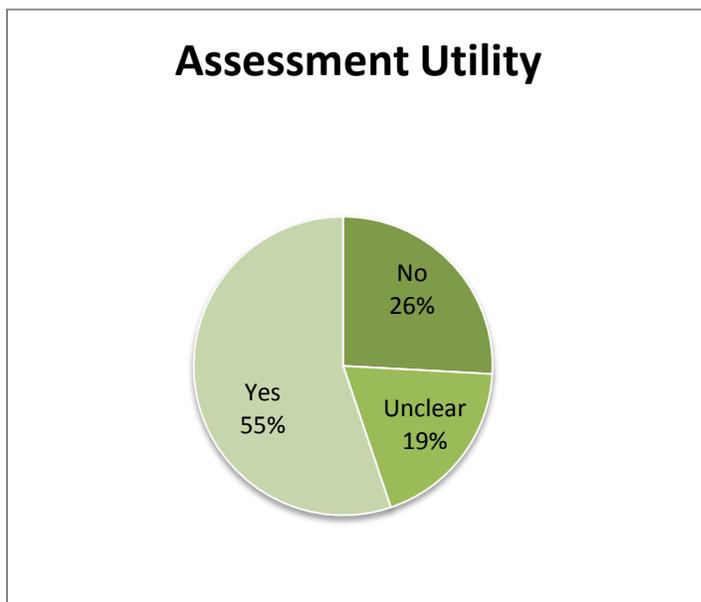


WSU/Program Congruence

Goals	46/58
Outcomes	51/58
Measures	39/58

Utility of Assessment for Guiding Change

For many reasons, assessment has not been fully understood or valued. The WSU system focuses programs on identifying approaches that are useful for faculty who are in position to implement positive change. In the first year, 55% of programs reported some specific examples related to the way the assessment results were effectively used to guide improvements.

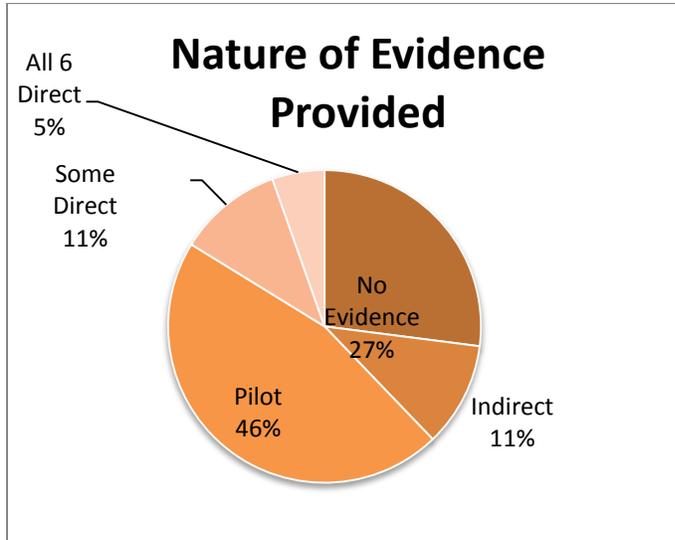


Assessment Utility

No	15
Unclear	11
Yes	32
Total	58

Kinds of Evidence Used to Guide Changes

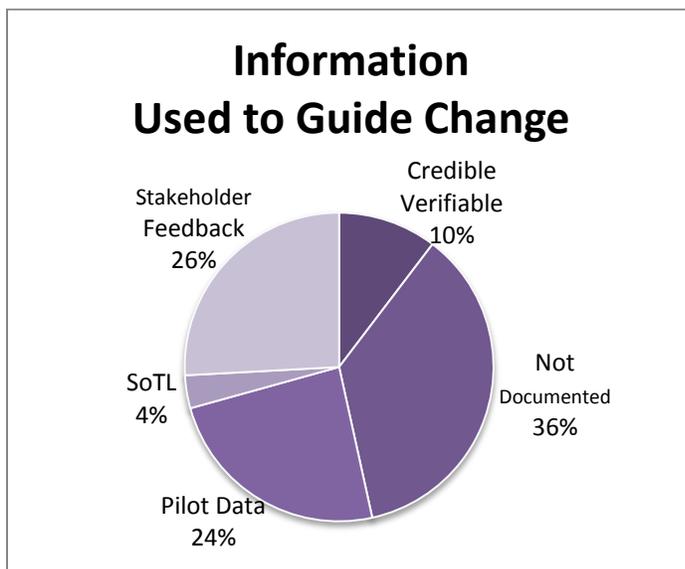
As the WSU system matures, the kinds of evidence gathered from the assessment process will be important to monitor and help us understand the yield of different assessment approaches. Of the evidence programs used to guide action, direct measures of student learning were often gathered in pilot assessments (28) and used to inform improvements in the *assessment work*—gathering better samples, refining measures, etc. A few programs (9) reported changes guided by indirect measures—surveys, focus groups, or student evaluations. Nine programs reported that the direct evidence merited changes in curriculum or pedagogy.



All 6 Goals (Direct Measures)	2
All 6 Goals (Indirect Measures)	9
No Evidence	12
Pilot Assessment	28
Some Direct Measures	7
Grand Total	58

The Credibility of Evidence Used to Guide Change

Extending the examination of the nature of evidence use, it is important to anticipate that changes resulting from assessment will increasingly impact students' learning experiences and their curricular progress. It will therefore be essential to benchmark the credibility of the evidence that guides change.



Credible & Verifiable	6
Stakeholder Feedback	15
Pilot Data	14
SoTL	2
Not Documented	21
Total	58

Involving Students with Assessment

WSU encourages programs to engage students in the assessment process. In addition to including student learning goals and outcomes on course syllabi, WSU is benchmarking including students more fully in the assessment process. The chart demonstrates progress on this goal.

No	22
Planned for 2010-11	13
Unclear	10
Yes	13
Total	58

APPENDIX B: Graduate Assessment Detail

	Department Name	Program Name	Degrees Offered	Mission	Plan	Reports	Instruments
Year 1 (2008-2009)	Program in American Studies	American Studies	MA, PhD	X	X	X	
	Materials Science program	Program in Materials Science	PhD	X	X	X	
	Department of Civil and Environmental Engineering	Civil and Environmental Engineering	MS, PhD	X	X	X	
	Department of English	English	MA, PhD	X	X	X	
	Program in Pharmacology and Toxicology	Pharmacology and Toxicology	MS, PhD	X	X	X	
	Program in Criminal Justice	Criminal Justice	MA, PhD	X	X	X	
	Department of History	History	MA, PhD	X	X	X	
	Department of Political Science	Political Science	MA, PhD	X	X	X	
	School of Molecular Biosciences	Molecular Biosciences	MS, PhD	X	X	X	
	Department of Plant Pathology	Plant Pathology	MS, PhD	X	X	X	
Year 2 (2009-2010)	School of Economic Sciences	Applied Economics, Economics, and Agricultural Economics	MA, PhD	X	X	X	
	School of Earth and Environmental Science/Department of Natural Resource Sciences	Environmental Natural Resource Science	PhD	X	X	X	
	School of Earth and Environmental Science	Geology	MS, PhD	X	X	X	
	Department of Mathematics	Mathematics	MS, PhD	X	X	X	
	Department of Physics and Astronomy	Physics and Astronomy	MS, PhD	X	X	X	

	Department of Educational Leadership & Counseling Psychology	Department of Educational Leadership & Counseling Psychology	EdM, MIT, EdD	X	X	X	
	Department of Educational Leadership & Counseling Psychology	Department of Educational Leadership & Counseling Psychology	MS, PhD	X	X	X	
	Graduate Programs and Business Administration	Business Administration	MBA/PhD	X	X		
	Mechanical and Materials Science Engineering	Mechanical Engineering	MS, PhD	X	X	X	
	Department of Entomology	Entomology	MS, PhD	X	X	X	
	School of Electrical Engineering and Computer Science	Computer Science	MS, PhD	X	X		
	School of Electrical Engineering and Computer Science	Electrical Engineering and Computer Engineering	MS, PhD	X	X		
Year 3 (2010 - 2011)	College of Engineering	Engineering Science	MS, PhD	X	X		
	Department of Horticulture and Landscape Architecture	Horticulture	MS, PhD	X	X		
	Edward R Murrow School of Communication	Communication	MA, PhD	X	X		
	Department of Teaching and Learning	Teaching and Learning	MA, PhD	X	X		
	Department of Teaching and Learning	Teaching and Learning	EdM, MIT, EdD	X	X		
	Department of Veterinary Microbiology and Pathology	Veterinary Science	MS, PhD	X	X		
	Individual Interdisciplinary Doctoral Program	Individual Interdisciplinary	PhD	X	X		
	Department of Biological Systems Engineering	Biological Systems Engineering	MS, PhD	X	X		

	Department of Food Science	Food Science	MS, PhD	X	X		
	Department of Psychology	Psychology (Clinical and Experimental)	MS, PhD	X	X		
	Program in Neuroscience	Neuroscience	MS, PhD	X	X		
	Department of Animal Sciences	Animal Sciences	MS, PhD	X	X		
Year 4 (2011-2012)	School of Chemical Engineering and Bioengineering	Chemical Engineering	MS, PhD	X	X		
	Chemistry Department	Chemistry	MS, PhD	X	X		
	Department of Anthropology	Anthropology	MA, PhD	X	X		
	Department of Crop and Soils Sciences	Crop Science	MS, PhD	X	X		
	Department of Crop and Soils Sciences	Soil Science	MS, PhD	X	X		
	Program in Molecular Plant Sciences	Molecular Plant Sciences	MS, PhD	X	X		
	Department of Sociology	Sociology	MA, PhD	X	X		
	College of Nursing	Nursing	MNurs, PhD	X	X		
	Interdisciplinary Design Institution	Design	DDES	X	X		
	School of Biological Sciences	Botany	MS, PhD	X	X		
	School of Biological Sciences	Zoology	MS, PhD	X	X		
	Year 5 (2012-2013)	Graduate Program in Business Administration	Accounting	Macc	X	X	
Department Of Apparel, Merchandising Design and Textiles		Apparel, Merchandising and Textiles	MA	X	X		
Department of Health Sciences		Exercise Science	MS	X	X		
School of Architecture and Construction Management		Architecture	M.Arch, MS	X	X		

School of Biological Sciences	Biology	MS	X	X		
Department of Engineering Management	Engineering and Technology Management	METM	X	X		
Department of Civil and Environmental Engineering	Environmental Engineering	MS	X	X		
Department of Fine Arts	Fine Arts	MFA	X	X		
Department of Foreign Languages and Cultures	Foreign Languages and Cultures	MA	X	X		
Department of Health Policy and Administration	Health Policy and Administration	MHPA	X	X		
Department of Human Development	Human Development	MA	X	X		
Mechanical and Materials Science Engineering	Materials Science and Engineering	MS	X	X		
Interdisciplinary Design Institute	Interior Design	MA	X	X		
Department of Horticulture and Landscape Architecture	Landscape Architecture	MS	X	X		
School of Music and Theatre Arts	Music	MA	X	X		
Department of Natural Resource Sciences	Natural Resource Sciences	MS	X	X		
Department of Philosophy	Philosophy	MA	X	X		
Department of Political Science	Public Affairs	MPA	X	X		
Department of Speech and Hearing Sciences	Speech and Hearing Sciences	MA	X	X		
Department of Statistics	Statistics	MS	X	X		

APPENDIX C: A2P2 Task Forces

A2P2 Phase I Task Force

Bates, Bob - Ex-officio	Provost & Exec. Vice Pres.	Provost Office
Bernardo, Dan	Dean	CAHNRS
Bindler, Ruth	Director	ICNE
Byington, Tori	Grad Enroll & Policy Analyst	Graduate School
Casavant, Ken- Co-chair	Professor	Economic Sciences
Dickinson, Tom	Regents Professor	Physics
Doyle, Mary - Co-chair	Vice Provost	Provost Office
Fox, Linda	Dean	Extension
Fulkerson, Cathy	Interim Director	Institutional Research
King, Joan Ex-officio	Operating Budget Director	Budget Office
Lear, Erich	Dean	Liberal Arts
Lynch, Don	Vice Chancellor, Acad. Aff.	WSU Tri-Cities
McElwain, Terry	Professor and Exec. Director	WADDL
McLean, David	Chair	Civil & Environ. Engin.
Petersen, Jim	Vice Provost	Research
Pitcher, Brian	Chancellor	WSU Spokane
Sherman, Jane	Vice Provost	Provost Office
Shinew, Dawn	Associate Professor	Teaching and Learning
Skinner, Matt	Assistant Vice Provost	Provost and Budget Office
Valenter, Lynn	Vice Chancellor	WSU Vancouver

A2P2 Phase II Task Force

Casavant, Ken- Co-chair	Professor	Economic Sciences
James, Larry- Co-chair	Assoc Exec Vice President	Provost Office
Blossom, Nancy	Director	Design Institute
Cillay, David	Assistant Dean	CDPE
Cook, Diane	Professor	EECS
Dengerink, Hal	Chancellor	WSU Vancouver
Foster, Len	Chancellor Dean	College of Education
Halverson, Rachel	Associate Professor	Foreign Languages and Culture
Grimes, Howard	Vice Pres for Research, Dean of the Grad School	Research & Graduate School
Kallaher, Mike	Professor	Math
Lear, Erich**	Dean	College of Liberal Arts
McCluskey, Matt	Associate Professor	Physics
McLean, David*	Professor and Chair	Civil Engineering
Newkirk, Jon	Director	WSU Puyallup
Shinew, Dawn*	Associate Professor	Teaching and Learning
Skinner, Matt*	Assistant Vice Provost	Provost and Budget Office
Slinker, Bryan	Professor and Chair	VCAPP
Winder, John*	Associate Dean	WSU Extension

APPENDIX D: 2009 Budget Announcement

2009–11 budget announcement

June 16, 2009

Dear Colleagues, Students, Alumni, and Community Members:

The State of Washington and the nation are currently facing the worst economic circumstance since the Great Depression. The impact on Washington State University has been devastating, and it has been felt—in a very personal way—by all of us. The massive budget cut we must endure will result in reductions in jobs, programs, services, enrollments, and degree offerings. Virtually every aspect of WSU has been touched by this fiscal crisis.

It is now time for us to renew our commitment to building a stronger Washington State University deeply rooted in our obligation and responsibility to serve effectively our state as its exclusive land-grant research university. But, before we can devote full-time attention to this imperative, we must finalize our official response to the deepest cut to higher education in more than a generation.

The process we used was highly collaborative and exceedingly transparent. Over a dozen public forums were held, extensive meetings conducted with constituency groups, testimony provided to the various committees of the House and Senate, and presentations made to the Faculty Senate, Associated Students of Washington State University, Administrative Professional Advisory Council, and the Board of Regents. Additionally, regular meetings were held with the senior leadership of WSU—Deans, Chancellors, and Vice Presidents—to develop approaches, identify budget targets, review area proposals, and receive general feedback. The university's Web site was used extensively throughout the process to provide regular updates and to receive broader university and community feedback. Over 10,000 comments have been offered on different phases of the budget proposals under consideration. The number of articles written and reported by the print and electronic media are too numerous to recount at this time. The Deans, Chancellors, Vice Presidents, other senior university officials, and the two of us met with virtually every student, legislator, faculty or staff member, alumnus/a, and community member who requested a meeting. Thousands of electronic messages received individual responses. In fact, the senior leadership devoted vast amounts of time, energy, and effort to address thoughtfully these types of questions and inquiries. The newly established University Budget Committee was invaluable in providing focus and perspective on the broader institutional impacts of budgetary decisions.

The following provides the progression of events leading up to our final budget:

The First Cut is Received

Washington State University was required to return \$10.5 million of the 2007-2009 biennial appropriation to the Office of Financial Management (the Governor's Office) by June 30, 2009. These funds were returned through the following means:

Academic instruction, the libraries, the regional campuses, and the new Murrow College were protected from the full brunt of this reduction. In total, the academic areas, including the regional campuses, hold about 67% of the university's permanent funds. However, the academic areas and the regional campuses were assessed only 42% of the total cut. The academic-support

areas, which hold about 33% of the permanent funds, were assessed with 58% of the reduction. The following is an excerpt from a message sent to university leaders on October 23, 2008:

“As a result of our efforts, begun in April, to slow down administrative hiring and reduce other expenses, we are currently on track to save \$3 million by the end of the fiscal year. These savings are largely attributable to reduced central expenses and savings from the four-month accrual policy. We are hopeful that efforts to reduce expenses within your respective areas will have led to similar savings that can help cover your portion of the budget reduction.

Since arriving at WSU, President Floyd has emphasized that we cannot afford to continue the practice of making across the board budget adjustments. Accordingly, we are specifically targeting our estimated central savings to protect instructional faculty, graduate students, the libraries and branch campuses. This action will reduce their respective share of the cut from \$4.3 million under an across the board approach to \$1.3 million. This approach will help minimize the impact of the cut on our students and faculty. At the same time, we must remember that the non-instructional activities we perform on a daily basis, which will be the hardest hit by this reduction, are critical in assisting students and faculty in achieving their goals.”

Governor/Legislature Agree on 2009–2011 Budget Reduction for WSU

After months of testimony and intense deliberations, the biennial operating budget for WSU was decided in the final days of the regular legislative session. The net operating budget reduction is \$54.2 million or 10.38% in 2009-2011. This budget was developed using both federal stimulus dollars, which are not expected to be available beyond the 2009-11 biennium, and a 14% increase in tuition for resident undergraduate students for each of the two years. With tremendous concerns expressed regarding the need for enhanced financial aid, the Board of Regents reluctantly approved the tuition increase at its meeting on May 8, 2009. Thus, the final operating budget was built accordingly:

2009–11 Biennial Budget Reduction

State appropriations maintenance level (in millions)	
State General Funds	\$487.12
Education Legacy Funds	\$34.70
Total State Appropriations	\$521.82
Reduction in state funds, compromise budget	(112.33)
Percentage cut of state funds	21.53%
Federal stimulus offset	15.77
Net reduction after federal offset	(96.56)
Percentage cut after federal offset	18.5%
Tuition increase offset (approved rates, same mix/# students)	42.41
Net overall reduction after federal stimulus and tuition increase	(54.16)
Net overall percentage reduction after stimulus and tuition	10.38%

Balancing the Budget for WSU

The new operating budget for WSU will become effective on July 1, 2009. While we generally think of budget reductions as “cuts,” they are actually reductions in quarterly allocations from the state. In this regard, WSU’s allocations will be reduced by \$32 million in 2009-2010 and by the balance, \$22 million, in 2010-2011. This is an extremely difficult accounting problem because of fund flows and disbursements. As a consequence, the institutional decision has been made to engage in a process called smoothing of funds, which will allow WSU to administer the budget reduction more evenly—\$27 million each year.

The Final Budget Decisions

There were a number of principles that guided the ultimate decisions made to balance the budget. These principles may be found at www.budget-committee.wsu.edu. It is important to note that none of the options were popular and none of the budgetary responses were entered into easily. Difficult and seemingly impossible choices were made in the final analysis. Despite seeking every avenue to avoid this consequence, we sincerely regret that individuals will be separated from WSU as a result of the budget reduction. The alternatives were daunting since approximately 83% of the institution’s budget is associated with personnel, which is typical of colleges and universities across the nation. As a result, it was virtually impossible to achieve a reduction of this magnitude without impacting people. Ultimately, we estimate 192 faculty and staff positions will be impacted, including retirements, reduced appointments, and various forms of separation agreements. Due to individual retirement decisions, this number might change. In addition, 167 vacant positions will be cut. Forty-seven employees took advantage of the WSU Voluntary Early Retirement Incentive (VERI): 30 faculty, 16 administrative professional, and one civil service.

Several academic programs have received considerable attention over the past several weeks. The status of each is outlined below:

Sport Management – WSU will maintain and continue the program and major. The department will remain in the College of Education while a review is conducted regarding its permanent academic home.

Theater and Dance – The department and both the major and minor will be phased out beginning immediately. The department will officially close July 2011. All students currently certified in Theater and Dance will complete their course of study.

Community and Rural Sociology – The department will be phased out effective immediately with the official close July 2010. (There are no students or majors within this department.)

German – The major will be eliminated July 2011. All students currently certified in German will complete their course of study.

The budget will be balanced through the following means:

The president voluntarily reduced his salary by \$100,000, effective January 1, 2009. That salary reduction has already been implemented and will be used towards the overall response to the budget.

The Deans, Chancellors, Vice Presidents, and the two of us have voluntarily agreed to participate in and contribute to WSU excellence funds at an aggregate level of 5% of base salary. (For the president, this is in addition to the voluntary salary reduction of \$100,000 referenced above.) This action will yield funds totaling nearly \$330,000. Participation in this initiative will

either occur through salary reductions or individual contributions. The payment method is at the discretion of each individual. As a result of this action, approximately 10 positions have been saved, which otherwise would have been eliminated. WSU faculty and staff are welcome to participate in this initiative; however, their participation will not be used to balance the budget at this time.

The process to balance our budget has been painful and difficult for all concerned. The following is a summary of final changes and further clarifications of the budget-reduction scenarios contained on the Web site www.budget-committee.wsu.edu.

Budget Actions by Area

College of Agricultural, Human and Natural Resource Sciences

- Abolish vacant positions in College administration.
- Decrease the number of courses taught in Horticulture, and Crop and Soil Sciences by consolidating three existing BS degrees (Horticulture, Crop Science and Soil Science) into a new BS in Integrated Plant Sciences.
- Reduce the Bachelors in Landscape Architecture from a five-year program to a four-year program.
- Phase out the IMPACT (International Marketing Program for Agricultural Commodities and Trade) Center.
- Phase out Community and Rural Sociology.

College of Business

- Achieve budget savings through increased administrative efficiency. Four departments (i.e., Marketing, Finance, Management and Operations, and Information Systems) and one center (Entrepreneurship) are being strategically realigned into three new units. Faculty associated with former units being reassigned to the new units—the Department of Entrepreneurship and Information Systems, the Department of Marketing and Management, and the Department of Finance and Operations.
- Reduce marketing and events-related activities.
- Abolish vacant faculty lines.
- Increase flexibility and potential for efficiencies through curriculum revision. BA degrees in Business Administration and Hospitality Business Management will now require fewer discipline-specific courses for areas of emphasis.

WSU Extension

- Abolish vacant positions in Extension administration.
- Eliminate Extension Communication and Educational Support Department; move video and broadcast staff into a self-sustaining unit.
- Close all nine Learning Centers.
- Reduce personnel through consolidation of administration.

Murrow College of Communication

- Abolish vacant faculty and staff positions.

College of Education

- Phase out undergraduate minor in Leadership Studies (June 2009).
- Phase out School Psychology State Certificate Program (2010).
- Phase out Masters in Secondary Education (2009).
- Phase out Masters in Elementary Education (2009).
- Reduce personnel in the Dean's Office.

College of Engineering and Architecture

- Abolish vacant faculty positions.

- Phase out BS and MS in Architecture programs in Spokane (Masters in Architecture will continue in Spokane and Pullman).
- Reduce state-supported salaries of chairs, associate deans, and dean.

College of Liberal Arts

- Phase out program and degrees in Leadership and Professional Studies (July 2010).
- Reduce personnel in Dean's Office.
- Instead of an "extra compensation" model, Distance Degree Program courses will be taught "on-load" in the future as part of faculty members' regular teaching assignments. This change, and the associated consolidation of some on-campus and distance education courses and the resulting additional departmental oversight and responsibility, will result in significant savings and increased consistency in the quality of distance education courses.
- Service centers that increase administrative efficiency are being formed to provide fiscal and administrative support to academic units. Departments are being grouped into three clusters based on physical proximity and discipline similarity, with each cluster of departments having a service center. Financial and personnel actions and activities for each department will occur in the relevant service center. Each department will retain one or two staff members in the department unit to handle tasks that are necessarily departmentally based. Existing staff will retain their current classification and pay, though many will have new work assignments.
- Phase out the major in German (July 2011)—lower division courses will be retained.
- Phase out the Department of Theater and Dance and the associated degrees (July 2011).
- Consolidate the Department of Comparative Ethnic Studies, the Department of Women's Studies and graduate degrees in American Studies.
- Consolidate Speech and Hearing Sciences in Spokane. The undergraduate degree will be continued and there will be increased focus on the master's degree program.

Libraries

- Eliminate two vacant positions in the Library Administration.
- Eliminate membership in the center for Research Libraries.

College of Nursing

- Achieve budget savings by curriculum revisions in the Masters of Nursing program, reducing the total number of courses and consolidating courses in the family nurse practitioner, community health nursing, and psychiatric nurse practitioner tracks.
- Delay implementation of the DNP program.
- Revise the RN-to-BSN program to eliminate either the distance delivery or the AMS track for that program.
- Abolish assistant deans/director positions and program-support services.

College of Pharmacy

- Phase out Chronic Illness Research Center.
- Consolidate Pullman-based Nutrition and Dietetics, and Spokane-based Exercise Metabolism in Spokane as the Program in Nutrition and Exercise Physiology.
- Phase out Pullman-based Coordinated Dietetics Program at Madigan Hospital near Tacoma. Madigan Hospital will continue to be a site for Spokane-based Coordinated Program.

College of Sciences

- Phase out the Science, Mathematics, and Engineering Education Center (SMEEC).
- Phase out the Science Learning Instructional Center (SLIC).
- Phase out state-support for the Laboratory of Biotechnology and Bioanalysis 2 (LLB2). LLB2 to be supported by user fees.

College of Veterinary Medicine

- Reduce personnel in the Dean's Office.
- Abolish vacant faculty and staff positions.

Center for Distance and Professional Education

- Abolish vacant positions.
- Reduce program marketing.
- Reduce unit operations and travel.

Provost's Office

- Abolish vacant position and reduce operational expenses.
- Abolish vacant positions in the Center for Teaching and Learning Technology.

President's Office

- Abolish vacant positions.
- Reduced President's salary.

Business and Finance

- Reduce staffing levels in most departments through the elimination of vacant positions, reassignment of personnel, or reduction of FTE.
- General reduction in service levels, particularly in functions performed by Facilities Operations and Business Services/Controller's Office.

Division of Student Affairs, Equity and Diversity

- Reorganization/realignment of two units.
- Eliminate vacant positions.
- Reduce civic-engagement opportunities for students and eliminate the Intercultural Leadership Initiatives program.

Economic Development and Global Engagement

- Reduce administrative expenditures.
- Small Business Development Center (SBDC)—Eliminate most MBA internships and state support for one service center.
- Reduce expenditures in the Office of Intellectual Property Administration.
- Reduce personnel.

Enrollment Management

- Eliminate one vacant position.

Information Technology

- Eliminate vacant non-technical positions and reduce FTE percent on vacant positions.
- Reduce number of temporary staff.

Intercollegiate Athletics

- Although it will not receive state-fund allocations, the department will reduce its budget through cuts in personnel and operating expenses.

Office of Research and the Graduate School

- Abolish several administrative positions within the Office of Research and the Graduate School.
- Reduce positions and consolidate duties that will strategically maintain and align with area mission.
- Reduce personnel in research administration, graduate school administration, and support staff.
- Restructure research-compliance areas: Office of Research Assurances, Radiation Safety Office, and Office of Campus Veterinarian.

University Development

- Reduce personnel.
- Increase efficiency through streamlining organization.

University Relations

- Eliminate vacant positions throughout area.
- Reorganize unit to maximize output and increase efficiencies.
- Dramatically cut institutional advertising.
- Reduce operational funding for events and outreach.
- Scale back production of print publications.

WSU Spokane

- Eliminate vacant positions, hold some approved positions open, and reduce part-time employees.
- Restructure administrative operations.
- Reduce student recruiting and marketing and community outreach expenses/activities.
- Reduce travel and training, and delay technology purchases.

WSU Tri-Cities

- Reduce student, library, business, and facilities services.
- Reduce production of marketing materials.
- Reduce level of PBL funding for IT equipment/infrastructure.
- Abolish vacant faculty and staff positions in several areas.
- Reduce costs through organizational restructuring in the area of Facilities.

WSU Vancouver

- WSU Vancouver Institute program reduction and elimination. Eliminate PBL funding to improve enrollment “pipeline” in college STEM disciplines.
- Eliminate support to non-WSU Vancouver units (various WSU locations/departments/colleges).
- Reduce administrative support in central administration, Education, Facilities Operations, Human Resources, Accounting, IT, Library, Marketing, and Student Affairs.
- Reduce BA in Education by two cohorts and eliminate Teacher Pro Certification in Longview.
- Eliminate select adjunct offerings in multiple disciplines.
- Reduce level of PBL funding for IT equipment/infrastructure.
- Eliminate vacant positions in several areas.

This phase of our work in confronting and responding to this budget reduction is now complete. Your comments, input, and reactions have been humbling at times, yet invaluable in our deliberations. The continued movement towards excellence in teaching, research, service, and engagement is extremely strong. As a consequence, we will remain vigilant in making WSU one of the leading land-grant research universities in the country. Our sincere appreciation and thanks are extended for all that you do on behalf of Washington State University.

Sincerely,

Elson S. Floyd, Ph.D.
President

Warwick M. Bayly, Ph.D.
Provost and Executive Vice President

[Office of the Provost](#), PO Box 641046, Washington State University, Pullman WA 99164-1046,

APPENDIX E: General Education Committees

WSU Appoints General Education Visioning Committee

. . . Led by **Carol Ivory**, chair of the Dept. of Fine Arts, members of the committee are, in alphabetical order: **Bill Andrefsky**, professor and chair, Dept. of Anthropology, College of Liberal Arts; **Matt Carroll**, professor, Dept. of Natural Resource Sciences, College of Agricultural, Human, & Natural Resource Sciences; **Sandy Cooper**, associate professor, Dept. of Mathematics, College of Sciences; **Len Foster**, associate dean, College of Education; and, **Carl Hauser**, associate professor, Dept. of Electrical Engineering and Computer Science, College of Engineering and Architecture; **Susan Poch**, associate vice president, Educational Development, Division of Student Affairs, Equity and Diversity; **Dick Pratt**, vice chancellor, WSU Tri-Cities; **Tom Tripp**, professor of business, WSU Vancouver; and, **Mary Wack**, vice provost, Undergraduate Education. . . 10/24/08

WSU General Education Committee: 2009-10

Tom Tripp – serves as the GEC Chair. He is a faculty member from WSU Vancouver and represents the College of Business. He also was on the General Education Visioning Committee (GEVC).

Carol Anelli - is faculty from the Department of Entomology. She has taught gen. ed. courses since 1996.

Susan Poch - is part of the University College, taught a couple of GER courses, but her investment now is from the academic advising point of view. Was a participant on the GEVC.

Mary Arndt - works in the General Education Program, part of University College.

Mary Wack - is Vice Provost for Undergraduate Education, Dean of University College, and acting director of General Education. She is the secretary ex-officio for the GEC and served on the GEVC last year.

Peter Chilson - teaches creative writing and literature in the Department of English.

Julia Pomerenk - works as the University Registrar. She has experience with Catalog Subcommittee, Academic Affairs Committee and the Faculty Senate.

Rich Zach - represents CAHNRS and is in the Department of Entomology. He joined the committee half way through last year. **Carmen Lugo-Lugo** - is an associate professor with Comparative Ethnic Studies. She has taught a number of [I], [K], [S], [D] and Tier III classes.

Jane Parker - is assistant director of the Center for Advising and Career Development. She has been ex-officio on the GEC for years and is currently Catalog Subcommittee connection to the GEC.

Karen Weathermon – is the director of Learning Communities. She coordinates Freshman Focus and co-directs the WSU Common Reading program. She worked in the Writing Program with the Writing Across the Major [M] courses.

Jeff Sellen – is adjunct faculty in the Department of History. He has taught World Civilizations courses since 1987. He also teaches a few American Studies courses and has developed a distance version of a Tier III course in American Studies.

Bob Matuozzi – is a librarian in the Humanities and Social Sciences Division at Terrell Library.

Tahira Probst - is an associate professor in the Department of Psychology at WSU Vancouver Campus. She also served as the interim director of General Education Assessment on the Vancouver campus. She wants good assessment that works.

Brigit Farley – is an associate professor of History on the WSU Tri-Cities campus. She's been on the GEC for three years. TC is just getting started with Gen Ed since this is only their third year with freshmen.