

Self-Study Report²⁰⁰⁹ for Reaffirmation of Accreditation



WASHINGTON STATE
 UNIVERSITY
World Class. Face to Face.

Washington State University

Washington State University is a top-tier, land-grant research university that conducts transformational research and provides world-class education to a diverse student population of more than 25,000 students statewide. Founded in Pullman in 1890, the WSU statewide system includes campuses in Spokane, the Tri-Cities, and Vancouver, regional learning centers, Extension offices in all 39 counties in the state, and distance degree programs that offer access to WSU degrees throughout Washington and around the world.

WSU is classified by the Carnegie Foundation as one of 96 U.S. public and private universities with very high research activity. *U.S. News and World Report* consistently ranks the institution among the top 60 public universities.

Undergraduate students choose from more than 200 fields of study and learn in a challenging, hands-on environment. Graduate students can choose from more than 70 degree programs, of which more than 50 are doctoral programs.

Self-Study Report April 2009

FOR REAFFIRMATION OF ACCREDITATION
BY THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES



World Class. Face to Face.

Pullman • Spokane • Tri-Cities • Vancouver

The information in this publication is available on the Web at <http://accreditation.wsu.edu>.

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Preface



INSTITUTIONAL OVERVIEW, URBAN CAMPUSES,
EXECUTIVE SUMMARY

PREFACE

Institutional Overview, Urban Campuses, Executive Summary

A DECADE OF ACHIEVEMENT

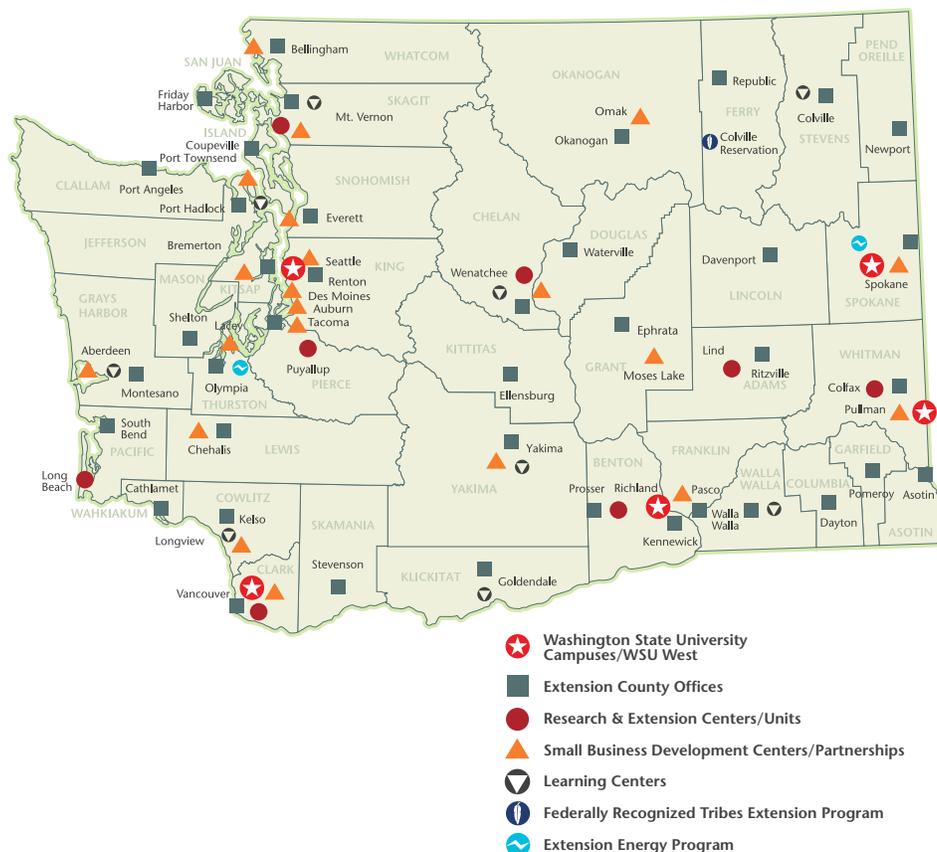
Changes from ten years ago will be evident in every aspect of Washington State University. Transitions in presidential leadership occurred in 2000 and again in 2007, bracketing a sustained and stable period of higher achievement in educational quality, research funding, reputation, and morale (see Standard One).

The major recommendation of the NWCCU *Evaluation Report* of 1999 was to address the challenges inherent in the development and governance of a multi-campus system. The 2004 *Regular Interim Report* noted that “in response to this recommendation, it is evident that process and structure are now in place to make this

work.” Successfully meeting these challenges has continued to be a major theme of this decade as the newer campuses have evolved and grown (see Standard Six). The second general recommendation from 1999—the ongoing challenge of bringing faculty salaries closer to peer institutions—has also been a top priority of the University, with partial success. The majority of the University’s colleges have gained ground against WSU’s peers in average salaries by rank (see Standard Four).

The six general commendations from the 1999 report all represent areas of strength upon which the University has continued to build and that have continued to serve WSU well:

Figure 0-1
Impact Across the State



1. The faculty has grown in size and—even more—in its achievements in “quality, research, and teaching.”
2. The general education program has identified and incorporated more sophisticated and useful learning goals and assessment methodologies, while maintaining its success in writing and writing assessment.
3. Innovations in technology and WSU’s own experiences in course design and delivery during the last ten years have combined to allow the institution to reach all corners of the state and beyond with state-of-the-art degree programs and related student services.
4. Sustained, robust state capital funding, as well as strong student support for non-academic buildings, continues to expand and enhance the physical face of all of the campuses.
5. University Relations received its first-ever Grand Gold Award in the 2008 CASE communication awards competition for its “[Because the World Needs Big Ideas](#)” television and radio commercials highlighting the impact of research conducted by WSU faculty ([Exhibit 0-1](#)).
6. And, finally, the Board of Regents continues to knowledgeably and tirelessly support the University in many ways that contribute to its success.

Overview

Washington State University is a large, complex, multi-campus institution. It is a major land-grant research university with a beautiful, traditional campus in Pullman and newer, growing campuses in Vancouver, Tri-Cities (Richland, Kennewick, Pasco), and Spokane, each with a unique identity. It serves a total of more than 24,000 students. WSU aspires to be both an AAU-like institution and in the Carnegie Classification of an Engaged University. The University includes four campuses, ten distance degree pro-

grams, four research and extension centers, 39 county extension offices, and 10 learning centers, plus experimental farms, small business development centers, and a dynamic faculty discovering and applying “big ideas” both at home and around the world (Figure 0-1). The University community is proud of its high quality research and teaching, its contributions to the life of the state, and its reach into the global future.

WSU is organized as one university, inclusive of all of its campuses and other locations. Each of its colleges is responsible for its own degree programs, research, and faculty throughout the state, but more and more the colleges are working across disciplinary boundaries, especially on research and graduate programs. The administrative and support services of the University are organized into nine divisions, each of which is led by a vice president: Academic Affairs; Student Affairs and Equity and Diversity; Business and Finance; Economic Development and Extension; Enrollment Management; Information Technology Services; University Development and Foundation; University Relations; and Research.

Historical Background

WSU was founded by the state legislature as the state’s land grant educational institution on March 28, 1890, only months after Washington achieved statehood. The first classes were held in January 1892 on the Pullman campus of what was then called the Washington Agricultural College, Experiment Station, and School of Science. The institution was renamed Washington State College in 1905 and Washington State University in 1959.

From its beginning, WSU aspired to provide a balance of liberal and practical education. The research mission of the institution also began in 1892 with the start of the Washington Agricultural Experiment Station. Located on a farm near Pullman, the station became the site of agricultural instruction and experimental work con-

ducted by station staff and by faculty members. Research stations were added in other regions of the state to meet specific needs.

Graduate education began in the early part of the twentieth century with the first master's degree granted in 1902, in botany. The first doctoral degree, a Ph.D. in bacteriology, was granted in 1929. In 1913, the Washington legislature created an extension service at Washington State College to provide the state's agricultural industry with new knowledge from research. In 1914, federal legislation created the nation's extension system of which WSU is a part.

From these roots came WSU's three-part mission of education, research, and service, consistent with its role as the state's land-grant university.

Statewide, National, and International Context

Considered one of the nation's leading public research universities, WSU is classified as a doctoral research university with very high research activity by the Carnegie Foundation for the Advancement of Teaching. This places the institution among the top 96 public and private research universities in America.

Among the faculty are members of the National Academy of Science, National Academy of Engineering, Institute of Medicine, and recipients of numerous national awards and fellowships. Talented graduate students from around the world work with the University's pioneering faculty members. In the molecular biosciences, professors are noted worldwide for their work in protein biochemistry, DNA repair, structural biology, and reproductive biology. The physics department has world-renowned research groups in astrophysics, material and optical physics, and matter under extreme conditions. Professors in the plant sciences and zoology stand among the most productive and widely published scholars in the nation. Veterinary and animal health research conducted by faculty in the College

of Veterinary Medicine and the new School for Global Animal Health is cited more often than any other U.S. university's work in this field in peer-reviewed papers. In the liberal arts, the English department is home to nationally recognized authors. Research conducted in the Department of Sociology and the Edward R. Murrow College of Communication influences policy that touches lives nationwide.

For students, the University emphasizes hands-on and engaged learning in and out of the classroom appropriate to the mission of the state's land-grant university. Students run the financially successful dairy operation, making and marketing nationally famous Cougar Gold cheese and Ferdinand's ice cream. Freshman Focus, a living and learning community experience, engages nearly all freshmen. The University emphasizes international experiences for students, including study abroad. Students build water pipelines in Kenya through Engineers without Borders, install treadle pumps for agricultural irrigation in Malawi, and bring Internet access to remote areas of Rwanda. Many students are engaged in research, presenting papers at conferences and publishing their research findings in scholarly journals before earning undergraduate degrees. Students enter national competitions in areas as varied as mock trial, interior design, business plans, music performance, and robotics, and frequently win prizes. And during 2007-08, students volunteered more than 29,000 hours through the Center for Civic Engagement. They worked on environmental restoration throughout the West, organized "Naked for Justice" campaigns against sweatshop labor, and collected 5,000 T-shirts for kids in Africa in "Take off your T-shirt for Malawi," among a host of other local, national, and international efforts. "The Cougar family" is not an empty marketing phrase, but defines the warm spirit and active involvement of the entire university community on WSU campuses and throughout the state, nation, and world.



PULLMAN

Located on College Hill, WSU Pullman's 620-acre core campus serves more than 18,600 undergraduate, professional, and graduate students, including those in the distance degree programs. Students of diverse social, economic, and ethnic backgrounds from throughout the nation and more than 90 foreign countries come together in WSU's academic community. The Pullman campus is highly residential in nature, with more than 40 percent of the student body—and nearly all freshmen—living in residence halls, university-owned single and family student apartments, and fraternity and sorority houses. This characteristic significantly strengthens both the role of co-curricular and extra-curricular activities and the identification of the students with the institution. The location of the main campus in the small college town of Pullman means that Cougar spirit permeates life both on and off campus.

WSU offers 105 baccalaureate, master's, and doctoral degree programs in Pullman, primarily face-to-face, but also using extensive learning technologies ([Exhibit 0-2](#)). Pullman is also the center of a very large and dynamic research enterprise which has grown from revenue averaging \$100,000 per faculty member ten years ago to more than \$220,000 per faculty member today.



SPOKANE

In 1989 WSU was given statutory responsibility for an upper-division and graduate branch campus in Spokane on a site, known as the Riverpoint Campus, shared with Eastern Washington University. In 2004 the legislature removed the official designation of "branch campus" from WSU Spokane in order for the campus to more easily tailor its role to the needs of its community.

Spokane has the highest concentration of health and medical resources between Seattle and Minneapolis, serving as the specialty center for a large and far-flung population. WSU's College of Nursing, much of the College of Pharmacy, and several other health-related programs have long been located in Spokane. Based on the availability of both practitioner/researchers and patient populations, the campus has become the focus for much of WSU's research and education in the health sciences. Assessment of the intersection between unmet community needs and WSU's mission and resources led to the 2006 creation of the Division of Health Sciences at WSU Spokane, and the campus chancellor was appointed to also serve as vice provost for health sciences for the entire WSU system. A fall 2008 cohort of 20 first year medical students was added to the existing cohort in Pullman under the WWAMI partnership with the University of Washington's medical school.

The faculty and staff at WSU Spokane are engaged in a wide range of grant-funded research and contract-supported outreach activities. Of particular significance are ongoing projects related to sleep and human performance; mental health services; child and family wellness in at-risk populations; regional economic forecasting; criminal justice policy assessment; successful aging; sustainability; and evidence-based design. The Applied Sciences Laboratory hosts nano-particle research relating to applications in medicine, national defense, and industrial product development.

WSU Spokane offers four undergraduate degree completion programs and 18 professional and graduate programs, primarily in the health sciences, design disciplines, education, and criminal justice. The nearly 1,460 students (1,365 FTE) include 71 percent women and 29 percent men; 70 percent full time and 30 percent part time; 54 percent undergraduate and 38 percent graduate; and 14 percent minority.

The campus covers approximately 48 acres. By early 2009, it will have seven buildings in operation covering more than 621,000 gross square feet.



TRI-CITIES

Washington State University Tri-Cities serves the mid-Columbia region and south-central Washington. The campus traces its roots back to 1946, when Washington State University, along with the University of Washington and Oregon State University, began offering graduate-level engineering programs in Richland at the Joint Center for Graduate Study. In 1989 WSU was designated as the provider of upper-division and graduate education in the Tri-Cities. Since 1999, eight new degree programs have been added and enrollment has grown to 1,261 students. In 2007, with support from the state legislature, WSU Tri-Cities received authority to expand to a four-year university campus and began admitting freshman students for the first time.

During the next ten years, WSU Tri-Cities will grow its lower-division student population and course offerings; expand a coordinated bachelor's degree program, currently implemented in partnership with Columbia Basin College, to other community colleges in the region; initiate co-enrollment of qualified community college students into lower-division work; and add new academic programs to address regional and state needs. The campus will also continue to serve the region and state by providing selected graduate education and research opportunities.

Business, education, engineering, the liberal arts, nursing, sciences, and agriculture are the academic areas of emphasis at WSU Tri-Cities. Premier research-related organizations work with WSU Tri-Cities to address topics of local, national, and international significance, especially at the graduate level. WSU Tri-Cities has partnered with local businesses to create research and internship opportunities as well as shared research and teaching facilities. For example, Washington State University and the Pacific Northwest National Laboratory (PNNL) collaborate in a research and development partnership in the area of bioproducts and biofuels. WSU and PNNL share space in the new Bioproducts, Sciences, and Engineering Laboratory, located on the WSU Tri-Cities campus. The University was able to leverage this partnership into a million dollars of new state funding to hire an international researcher.

Community outreach is a high priority at WSU Tri-Cities, and the campus hosts GEAR UP, MESA and Upward Bound programs. Washington State MESA, in particular, works to support underrepresented students in developing their full potential in mathematics, engineering, and sciences and provides hands-on workshops with engineers and scientists for middle and high school students.

Seventy-five percent of the current student body is enrolled in bachelor's degree programs. More than 75 percent of the students are majoring in education, business, liberal arts, or nursing. Sixty-one percent of the student population is female; 14 percent is comprised of students of color. The campus currently offers 16 undergraduate and 14 graduate degree programs. WSU Tri-Cities intends to become a destination campus by providing top quality graduate programs. The partnership with PNNL in the new Bioproducts Sciences and Engineering Laboratory will help to grow world-class research and graduate programs.

The campus, in Richland, covers about 200 acres and currently includes four major buildings with a total of 204,325 gross square feet.



VANCOUVER

WSU began offering master's degrees in education and engineering at the Southwest Joint Center for Higher Education in 1983, which established the platform for the formal creation of WSU Vancouver in 1989. The next major development of the campus was the move to its current scenic location in 1996. The shift to a four-year institution in fall 2006 marked another watershed event in development and expansion. Most recently, the campus's first separate engineering accreditation review produced an extremely positive report from the evaluators for the first tenure unit exclusively on the Vancouver campus, the School for Engineering and Computer Science.

In general, rapid growth and higher expectations are planned for the next decade. Construction of a new undergraduate classroom building began in January 2008. A new technology building will soon follow to house the electrical engineering degree inaugurated in fall 2008. A state-authorized innovation zone will connect the WSU Vancouver campus with a presence from the Washington Technology Center, a state-funded initiative to promote industry-university research collaborations.

The campus is known regionally for its high-quality teaching and research, as well as its close engagement with the local community. Its distinctiveness is emerging

in the areas of technology, leadership and organization, and the environment, all of which reflect its ties to the community and region. Its close proximity to Portland provides opportunities for inter-institutional collaboration, additional industry partnerships, and a culturally rich urban environment.

By fall 2007, Vancouver had a student headcount of 2,555 (1,895 FTE). The student population is about 60 percent female and 40 percent male. By ethnicity, 12 percent of the undergraduate population and 7 percent of the graduate population identify as students of color. Part-time students make up 31 percent of the undergraduate population, whereas 81 percent of graduate students are part time. The campus covers 351 acres, including a 160-acre core. Fourteen buildings, totaling 325,000 gross square feet, are currently in use.

WSU Vancouver students can choose from 15 bachelor's degrees, 9 master's degrees, and one doctoral degree in more than 35 fields of study. A distinguished research faculty includes nearly 100 full-time tenure-track members. Of the faculty reporting ethnicity, 14 percent identify as non-European American origin.

The Campus Advisory Council and the Vancouver Hi-Tech Council were instrumental in developing successful engineering programs. Environmental research partnerships with organizations like Fish and Wildlife and Vancouver/Clark Parks and Recreation, as well as Educational Service District partnerships tied to science, math, and history education, illustrate the nature of the campus. Currently, a joint community-university recreation center is being planned. Several years ago the campus established a Diversity Advisory Board representing a wide range of diverse groups from Vancouver communities.

The creation of the School of Engineering and Computer Science was based on an analysis of the needs of the growing high-tech industry in Clark County, along

with surveys of student interest at the high schools and community colleges in the region. The digital technology and culture degree was created in Vancouver before expanding to other campuses. Its inception was in response to both the local high-tech industry and to local community college students' need for a pathway from a technical degree to a liberal arts baccalaureate. The master's in teaching degree likewise began in Vancouver before migrating to other WSU campuses. The B.A. in public affairs and master's in public affairs are unique within the WSU system.

The campus identified benchmarks tied to its strategic goals for the 2005-07 time frame. For example, the goal of adding lower-division enrollment and general education courses for 2006 was met, and the enrollment benchmark of 1,628 FTE for fall 2007 was exceeded by 267 FTE. A goal for 2009 of increasing extramural funding to 43 grant applications with 43 active awards totaling \$2,272,000 is on track to be met.

DISTANCE DEGREE PROGRAMS

In 1992 the Higher Education Coordinating Board (HECB) gave its approval for WSU to begin offering upper-division courses by pre-produced videotape with a sophisticated voicemail system in four communities in Washington. One year later, the single upper-division degree-completion program, the bachelor's program in social sciences, was expanded to 22 communities across the state, and by 1996 throughout the state and beyond. As one of the first asynchronous undergraduate degree-completion programs in the nation, it showcased WSU as a national leader in distance education.

In 1998 a survey of students who were currently enrolled confirmed that the great majority of them had access to computers and the Internet, so courses and administrative processes began to move online; by 2005 every course was offered online. Today students can choose among eight bachelor's degrees, one master's degree, and several certificate and endorsement programs entirely online ([Exhibit 0-3](#)). Five full-time advisors assist students in planning and completing their programs, and a strong student services staff provides nationally recognized support by telephone and e-mail.

From the beginning, DDP administrators and staff recognized that excellence in both student services and academic courses was essential. That recognition has not changed, and today the approximately 2,500 students supported by DDP advisors and student services staff and the more than 2,000 DDP alumni appreciate the high-quality service and academic programs they receive from the staff. The majority of students live in rural and urban areas throughout Washington, but DDP students also live in all 50 states and in more than 30 countries. Sixty-seven percent of them are women; 14 percent are students of color; and most study part time.

ELIGIBILITY REQUIREMENTS

WSU was a founding member of NWCCU's predecessor agency and was first accredited in 1918. Since that time, the University has continuously met all of the NWCCU eligibility standards which underlie quality assurance and continuing improvement at an institution of higher education ([Exhibit 0-4](#)).

EXECUTIVE SUMMARY

The last decade has been an exciting time of positive change at WSU, accompanied by many types of self-examination from different perspectives. The NWCCU self-study finds itself at the nexus of these multiple assessments—at one time driving change, at another reporting on changes that had emerged from a different study, at still another time trying to distill the most promising institutional benefits by using one to augment or undergird another. The year of analyzing and writing the self-study is—coincidentally—the year in which all of the following converged:

- At the direction of the new president and the Board of Regents, the strategic plan was substantially updated for the 2008-13 five-year period and new goals, targets, and benchmarks were identified.
- In an effort to better focus the University's resources, every degree program undertook an exhaustive self-examination—Academic Affairs Program Prioritization (A2P2)—a process based on a template developed by a broad-based committee and designed to identify programs for enhancement, maintenance, consolidation, or elimination.
- WSU, along with all of the other public institutions in the state, was required by the legislature to submit an “application” to the Washington State Quality Award agency, based on a Baldrige-style self-analysis.

At the same time, four important consultants' reports engendered by the 2002-07 WSU Strategic Plan—on graduate education, undergraduate education, diversity, and advising—were being digested, discussed, and implemented, which resulted in significant changes and additional plans for further change (see Standard Two).

Much of this positive ferment shows up in this self-study, and many signs of progress are apparent in tracking the

benchmarks of the 2002-07 WSU Strategic Plan over time. Some of it, however, is still underway or the results have not yet reached fruition. Outcomes will continue to be documented as the institution follows the benchmark reporting that is also part of the 2008-13 WSU Strategic Plan.

In response to the goals of the 2002-07 WSU Strategic Plan, the University has narrowed and intensified its focus in all areas of its teaching, research, and service mission. In undergraduate education, an Office of Undergraduate Education was established, led by a new vice provost for undergraduate education, with particular attention to strengthening the first year and other university-wide academic experiences.

In research, the University undertook a self-analysis during 2006-07 to identify its greatest strengths—its areas of pre-eminence or, according to the metaphor in common use at the time, the highest current peaks among the impressive mountain range of WSU research. All of the six areas identified are broadly multidisciplinary in nature and address critical challenges for the state and the world: [clean technologies](#); [global animal and human health](#); [sustaining the world's food supply](#); [advanced materials](#); [chromosome biology and the science of reproduction](#); and [brain, behavior, and performance](#) (Exhibit 0-5).

The focus on research also led to elevating a vice provost for research position to the vice president level, with that person also filling the role of dean of the Graduate School. In the third mission area, a new position of vice president for economic development and extension has elevated the role of outreach and extension to greater prominence within the institution and across the state. As an expression of that commitment, WSU has applied for the Carnegie Elective Classification for community engagement.

As this document is written, WSU's new president has been on campus for nearly a year and a half; nearly all of the vice

presidents have been appointed during the past year; and a new provost has just been appointed (Exhibit 0-6). The sense of change and challenge is high, with the energizing excitement of new leadership and new ideas occasionally tempered by the trepidation that often accompanies change. This year has seen enthusiastic support expressed by a wide variety of external constituencies, from the governor and legislature to business and community leaders and editorial boards. In other words, there is clear evidence that the state as a whole largely supports the direction WSU is headed and the kinds of benefits the University offers to the state.

At the same time, the struggle for adequate state funding for higher education continues year after year and, as a shakier economy looms, there is an underlying unease about future state funding levels. The University may need to rely more on itself than ever before, and has put in place the strategies and personnel to expand both its private and federal levels of support. A recently announced \$25 million gift—the largest in WSU history—from the Bill and Melinda Gates Foundation to build the new School of Global Animal Health has set a tone of optimism for the University's ability to succeed in these efforts.

The past ten years have seen WSU move steadily toward its goals, addressing the challenges noted by both regional and specialized accreditors, and with increasing momentum in the last few years. The multi-campus system has continued to evolve as the newer campuses have matured. Students entering WSU are better prepared than ever before. A strategic plan with a strong focus on undergraduate education has resulted in important freshman-year initiatives, as well as changes in administrative structures to provide more coherent direction at that level. Moving diversity and equity to the prominence of a vice presidential position and attracting new institutional, state, and federal funding into support programs

for first generation and underrepresented students has resulted in measurable progress toward goals in that area. And most recently, a renewed and urgent call to build a stronger culture of research and graduate education has concentrated those efforts in a way that is beginning to demonstrate results.

Self-Study

The process for the NWCCU re-affirmation of accreditation self-study has been, of course, a constant subtext at the University for more than two years. With an executive committee, a steering committee, and nine standards sub-committees, all appointed in the fall of 2006, plus all of the deans and chairs, some 200 members of the WSU community have been directly involved throughout. More than 20 of them attended one of the annual NWCCU self-study workshops. The Board of Regents has reviewed updates and discussed the challenges identified in the course of the study. The past president, the new president, the former provost, and the current provost have all provided leadership in supporting the re-accreditation process and keeping it visible to the University. The 25-member steering committee has met nearly once a month for the entire duration of the process. The process included self-studies by each academic unit and each college, which have been distilled into this document. Regional accreditation has repeatedly been on the discussion agenda for the Council of Deans as well as for the meetings of the associate deans. Finally, the draft self-study was posted on the WSU Web site and input from all sectors of the WSU community was aggressively pursued and incorporated before the document was finalized.

The goal of the self-study was to engage the university community broadly in a process of systematic self-examination in order to support the review and updating of the strategic plan and to identify major areas where action is needed to enable the institu-

tion to fulfill the plan's intent and achieve its vision.

Four issues have gradually emerged over the course of the self-study as cross-cutting challenges that now impact the University as a whole. Any or all of the four could challenge WSU's aspirations, and are being aggressively addressed to ensure that they become strengths rather than deficits that inhibit progress. All four will show up in other sections of the self-study, along with descriptions of the strategies that have been put in place to address them.

1. Information technology

In 1999, the commission identified information technology as a concern, though a recommendation was not made. At that time, learning technologies and distance education were new enough to create internal apprehension about both quality and cost. A decade of addressing those issues has dispelled virtually all such unease. However, in the meantime, a different information technology issue has arisen. An aging legacy system that was once the envy of less technologically advanced institutions has become a serious impediment to progress for almost every area of the University. A very high institutional priority, along with a commitment of resources and intense advocacy for new investment of state funds, will lead to the achievement of five important goals: (1) high-speed connectivity to research labs as well as access to research facilities outside WSU; (2) acquiring, installing, and managing supercomputers to leverage high-speed connectivity and facilitate research; (3) replacing core business systems; (4) achieving superior central IT customer support and customer satisfaction; and (5) effective disaster recovery capability.

2. Using budgeting more effectively as a tool to advance the strategic plan

In an egalitarian culture, where resources

are always perceived to be limited, it is difficult to overcome the impulse to share equally in both the frequent pain of budget cuts and the largesse of the occasional good times. The past decade has seen progress in focusing new institutional resources on strategic priorities, and WSU is now in the process of taking the same approach with portions of the current resource base, as well. Some colleges within the University are doing exemplary work in focusing their own resources to achieve the goals of their college plans, and all will need to learn from their examples.

3. Fully integrating a culture of improvement through assessment

During the past ten years, major strides have been made in moving the University toward becoming a self-reflective institution that consistently uses evidence to drive improvement. But not all of the pieces are fully institutionalized, and the various strategies are not yet always coherently focused in the same direction.

The 2002-07 Strategic Plan included benchmarks attached to each major goal. Tracking achievement against those benchmarks over time promoted institutional learning about the effectiveness of various kinds of indicators. The 2008-13 Strategic Plan benefits from both the strengths and weaknesses of the earlier plan, and systems are now in place to connect the new plan more tightly to institutional evaluation and resource allocation.

In recent years academic program review has not consistently enough resulted in useful information or actionable recommendations. Out of this self-study and related initiatives, a new process has been identified that will be more helpful to departments, more informative to the institution, more closely connected to the goals of the strategic plan, and more useful to the provost in making decisions about programs and resources.

Currently in its final stages as this document is written, the Academic Affairs Program Prioritization (A2P2) process is an institution-wide initiative designed to shift WSU's fiscal course to a more evaluation-based and goal-focused direction. The A2P2 final recommendations will take several years to implement fully, but should result in a more streamlined and efficient university focused on its core mission and attainment of its strategic goals.

In 2004 the newly appointed President's Teaching Academy agreed on and promulgated the Six Goals of the Baccalaureate ([Exhibit 0-7](#)). Endorsed by the Faculty Senate, the "Big Six" are now the basis for the goals of general education and are beginning to show up across the curriculum as the basis for the learning goals of the undergraduate degree programs as well. The institution plans to continue to emphasize the role of the degree programs in ensuring that all students graduate with senior-level proficiency in all six areas, not only in their area of specialization.

While nearly all departments are now using evidence from assessments to make improvements in their degree programs, the process is not yet as pervasive and sustainable as is desired. This self-study has led to creation of an Office of Academic Effectiveness in order to better coordinate and track assessment activities and ensure that the results consistently inform institutional planning and improvement efforts (see Standard Two).

4. Multi-campus governance

As noted earlier, multi-campus governance was identified by the 1999 NWCCU evaluation team as an institutional challenge. In response, the past decade has seen a continuous and deliberate expansion and codification of the relationships governing all aspects of the multi-campus system. Subsequent interim evaluation reports expressed

approval of the progress achieved and confidence in the effectiveness of WSU's approach to multi-campus governance. As the newer campuses both grow in size and evolve in their identity and capabilities, earlier issues are resolved and new issues come to the fore. The University is actively working to ensure that issues are appropriately resolved as they arise. While it is expected to be an ongoing process, the WSU community is proud of the way it reflects change and growth of the system (see Standard Six).

CONCLUSION

The core image of WSU's logo—the cougar head—is more than 70 years old and universally recognized throughout the state and beyond. It represents the history of the University and the strength of a long-established mission upon which the WSU community has been building for many years. However, the motto—"World Class. Face to Face."—is new within this decade. It represents the institution's renewed commitment to the highest levels of research for the benefit of the state and the world, as well as a commitment to the highest quality education for every student. It is also a commitment to integrate the several aspects of WSU's mission for the benefit of all students.

EXHIBITS

Exhibit 0-1	“Because the World Needs Big Ideas” Television and Radio Campaign	Electronic
Exhibit 0-2	WSU Degree Roster	Exhibit Room, Electronic
Exhibit 0-3	Distance and Professional Education Degrees and Certificates	Exhibit Room, Electronic
Exhibit 0-4	NWCCU Eligibility Requirements	Volume II, Exhibit Room, Electronic
Exhibit 0-5	Six Areas of Preeminence	Exhibit Room, Electronic
Exhibit 0-6	WSU Leadership Transition Chart	Exhibit Room, Electronic
Exhibit 0-7	Six Learning Goals of the Baccalaureate	Exhibit Room, Electronic

Standard One



INSTITUTIONAL MISSION AND GOALS;
PLANNING AND EFFECTIVENESS

STANDARD ONE

Institutional Mission and Goals; Planning and Effectiveness

MISSION AND GOALS

Since Washington State University's last reaffirmation of accreditation in 1999, a thorough, reflective, ongoing, and inclusive planning process has set the compass for an exciting twenty-first century for the Pacific Northwest's premier land-grant research university.

The review period spans three strategic plans, each of which reaffirms the tripartite mission of teaching, research, and service of a public, land-grant research university. Most of the evidence for the standard derives from the 2002-07 mission statement, goals, and plan.

The current strategic plan for 2008-13 was approved by the Board of Regents in August 2008 after a year-long process of updating the previous plan. System-wide implementation of the mission and goals from the 2008-13 plan is underway.

PLANNING AND EFFECTIVENESS

WSU has made tremendous gains in the quality of its students, programs, faculty, and reputation during the review period. These gains were driven by comprehensive strategic plans, a critical analysis of WSU's market position relative to its competitors, and the development and implementation of an integrated marketing communication plan, all of which have positioned the University internationally as a world-class research university that provides outstanding undergraduate education. These strides are reflected in the University's tagline, "World Class. Face to Face." which has come to symbolize the progress of the institution and its focused efforts.

The University's market position has improved dramatically by most indicators. Enrollment has increased and student

quality has improved, with average entering freshman SAT scores increasing by 74 points in eight years—from 1,043 in 2000 to 1,117 in 2008. Selectivity has also improved, from an 84 percent acceptance rate for entering freshmen in 2000 to 72 percent in fall 2008. Almost 40 percent of entering freshmen at WSU come from the top 10 percent of their high school class.

Improved student quality is reflected in national rankings. In *U.S. News and World Report's* "2008 America's Best Colleges," WSU ranked 58th among public universities and 118th among the total of 262 national universities. Of the universities in this ranking, only three northwest institutions are in the top two tiers: the University of Washing-

Mission and Goals from 2008-13 Strategic Plan

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. WSU's mission is threefold:

- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.
- To **extend** knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.
- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Four goals guide Washington State University in carrying out its mission and in achieving its vision of being recognized as one of the nation's leading land-grant research universities:

- Achieve national and international preeminence in innovation, discovery, and creativity.
 - Provide a premier education and transformative experience that prepares students to excel in a global society.
 - Lead in relevant local, national, and global outreach and engagement.
 - Embrace an environment of diversity, integrity, and transparency.
-

ton, Washington State University, and the University of Oregon. Additionally, WSU's Freshman Focus living-learning community, implemented in fall 2006, has gained national recognition. In the 2008 "America's Best Colleges" online report by *U.S. News and World Report*, Freshman Focus was listed among "Academic Programs to Look For" in the category of "Learning Communities."

Research and public service benchmarks are also on the rise. In 2006, WSU was classified by the Carnegie Foundation as a member of the elite group of 96 public and private universities with very high research and public service activity. For fiscal year 2007, federal research and public service expenditures were in excess of \$99 million and total research and public service expenditures were in excess of \$324 million. WSU's faculty includes members of the National Academies, Fulbright Scholars, and winners of nationally recognized awards, including the National Book Award and Beckman Young Investigators Awards.

Surveys administered over time indicate WSU's statewide reputation among key influencers—government, business, civic, and media leaders—has continued to rise. Qualitative and quantitative data show increased awareness and willingness to recommend the University among influencers statewide, as well as increased recognition of WSU's quality.

As a land-grant institution, WSU has a

long tradition of public service. That aspect of the University's mission is best exemplified by the Extension division, whose mission is to "engage people, organizations, and communities to advance economic well-being and quality of life by connecting them to the knowledge base of the University and by fostering inquiry, learning, and the application of research" (Extension 2006-2011 "Strategic Framework"). The public service and engagement aspects of the mission have more recently been strengthened by the creation in 2007 of a new vice-presidential area, economic development and extension.

2002-07 Strategic Plan

WSU's 1996 Strategic Plan guided the University into the twenty-first century. This plan built on several earlier plans:

- Institutional Planning: The Path to Excellence, 1984 ([Exhibit 1-1](#))
- Planning for the Second Century—Common Understandings: A Context for Planning at Washington State University, 1990 ([Exhibit 1-2](#))
- Academic Vision, 1993 ([Exhibit 1-3](#))
- Role and Mission Statement, 1994 ([Exhibit 1-4](#))

Work on a new strategic plan began in September 2000 when then-president Rawlins appointed the Strategic Planning Oversight Committee (SPOC) to:

- Develop a framework for strategic planning for the University
- Coordinate the planning activities of WSU's major units
- Oversee planning for activities that cut across multiple organizational areas

SPOC was assisted by nine design teams which evaluated the following key elements of the University, incorporating all aspects of its mission:

- The undergraduate experience
- Research, graduate, and professional education
- Diversity



- Efficiency and effectiveness
- The role of the arts
- Leadership in information technology
- Biotechnology
- Identity
- Outreach

The two-year process ([Exhibit 1-5](#)) employed to develop the strategic plan enjoyed wide participation from all segments of the University. It produced an overall strategic plan as well as individual plans for each of WSU's major units.

The plans are available at <http://webproofs.wsu.edu/StrategicPlanning-02-07/college-plans.html>.

Following approval of the new strategic plan by the Board of Regents in January 2002, an implementation council and four implementation teams (one for each goal) were established. The implementation council was responsible for management and accountability of strategic plan execution. The implementation teams organized and tracked progress toward accomplishing the

**Figure 1-1
Benchmark Measures for 10 Areas of University Performance,
Strategic Plan 2002-07**

Area	Measure
Student Quality and Performance	<ul style="list-style-type: none"> • SAT scores of entering first-time freshmen • 6-year average graduation rate Exhibit 1-6
Undergraduate Enrollment	<ul style="list-style-type: none"> • First-time freshman enrollment • Average annual FTE by campus Exhibit 1-7
Diversity: Student	<ul style="list-style-type: none"> • Percent minorities in student body Exhibit 1-8
Diversity: Faculty/Staff	<ul style="list-style-type: none"> • Instructional faculty <ul style="list-style-type: none"> ■ Percent women ■ Percent minorities • All employees <ul style="list-style-type: none"> ■ Percent women ■ Percent minorities Exhibit 1-9
Faculty Compensation	<ul style="list-style-type: none"> • Average salary of instructional faculty Exhibit 1-10
Research, Scholarship, and the Arts Success and Faculty Performance	<ul style="list-style-type: none"> • Total research expenditures per faculty • Federal research expenditures per faculty • Grant/contract revenue per tenure-track faculty • National Academy members per 1000 faculty • Citation impact Exhibit 1-11
Graduate Programs	<ul style="list-style-type: none"> • Doctoral degrees granted • Graduate enrollment as a percent of total enrollment • Professional degrees granted Exhibit 1-12
Funding	<ul style="list-style-type: none"> • State appropriation per student • Tuition and fee revenue per student • Total expenditures per student Exhibit 1-13
Development	<ul style="list-style-type: none"> • Private giving • Endowment growth Exhibit 1-14
Athletics	<ul style="list-style-type: none"> • 6-year graduation rate Exhibit 1-15

goals and sub-goals of the plan (<http://webproofs.wsu.edu/StrategicPlanning-02-07/implementation.html>).

A variety of venues were used to keep the university community informed of progress in implementing the strategic plan. These included the strategic planning Web site, articles and inserts in *WSU Today*, provost progress reports and dialogues, university-wide dialogues with the president and vice presidents, and annual reports to the regents.

Progress in accomplishing the institution's mission and goals as embodied in the strategic plan was measured by benchmarking at all levels. Results were posted on university Web sites, delivered at leadership meetings, and otherwise widely disseminated to the university community.

The benchmarks were identified for the University as a whole and each major unit (included in individual unit self-studies) during the fall of 2002. University benchmarks influenced resource allocation at the university level while regional campuses and individual colleges and units used their benchmarks to guide their resource use decisions.

University-level benchmark measures for each of the ten areas are shown in Figure 1. Charts for each area showing year-to-year changes in each of the measures are available in Exhibits 1-6 through 1-15.

The University used the vision, momentum, and benchmarking data of the plan to reshape its admissions, academic planning (Exhibit 1-16), and hiring processes (Exhibit 1-17), and to refine its institutional research and data capabilities.

2008-13 Strategic Plan

Shortly after Dr. Elson S. Floyd became WSU's 10th president, a review of the 2002-07 strategic plan was initiated. An open forum was held on each campus and a university-wide Web survey was conducted during the fall of 2007 to gather

feedback about the 2002-07 plan (<http://strategicplan.wsu.edu/feedback.html>). There was general agreement that the plan had served the University well, but needed to be updated. A standing presidential committee was appointed in October 2007 to:

1. Periodically review and update the WSU strategic plan,
2. Solicit input on the plan from the university community,
3. Oversee implementation of the plan through review of progress toward goals, and
4. Produce an annual strategic planning report.

The committee completed an update to the 2002-07 strategic plan in spring 2008 that exhibits more balance among the elements of WSU's mission. This plan was approved by the Board of Regents at its August 2008 meeting and is available at <http://www.strategicplan.wsu.edu>. The updated plan includes a revised vision, set of values, mission statement, and goals that set the direction of the institution. It also includes a set of strategic initiatives and progress indicators for each goal that will guide the University during the next five years. The progress indicators replace the benchmarks listed in Table 1. The Presidential Strategic Planning Committee is charged with monitoring the University's progress towards the goals of the strategic plan.

Office of Academic Effectiveness

As an outcome of this self-study, a new Office of Academic Effectiveness has been assigned responsibility to better coordinate and track assessment activities and ensure that the results consistently inform institutional planning and improvement efforts (see Standard Two).

INTERNAL AND EXTERNAL REVIEWS

Midway through the 2002-07 strategic plan, WSU undertook several evaluations of undergraduate and graduate education that, integrated with assessment of plan progress, have influenced ongoing academic planning and priorities and have significantly shaped the 2008-13 strategic plan.

Internal and external reviews were used to assess progress on the 2002-07 strategic plan relative to peers as well as to recommend strategies for advancing undergraduate and graduate education. These reviews included assessments of undergraduate education, undergraduate advising, undergraduate retention, and graduate education.

Undergraduate Education

In October 2005, Dr. Robert E. Shoenberg from the SAGE Consulting Group (affiliated with the American Association of Colleges and Universities) was brought to Pullman to:

1. Make recommendations for improving undergraduate education programs and the undergraduate academic experience;
2. Recommend a structure and institutional positioning for an office of undergraduate education; and
3. Evaluate undergraduate education practices as they relate to benchmarks for best undergraduate education practices nationally.

Dr. Shoenberg's report ([Exhibit 1-18](#)) indicated that WSU already has many elements in place to provide a quality twenty-first century undergraduate experience. He wrote that the foundation of such a program is embodied in the University's "Six Learning Goals of the Baccalaureate" ([Exhibit 1-19](#)).

The report called for a renewed focus on the lower-division experience and an organizational structure to support ongoing improvement. The report observed that first-year WSU students are considerably less

actively engaged with their learning than first-year students at peer institutions and that the student dropout rate after the sophomore year is higher than at peer institutions.

The report also noted that first-year students encounter too many large courses with insufficient opportunity to engage actively in their learning and to develop skills of critical and creative thinking. While the report pointed out that WSU is poised to move ahead, it identified a need for a focal point for strong leadership in undergraduate education to improve the overall quality of the undergraduate experience.

Implementation of the recommendations in the Shoenberg report included:

- Appointment of a vice provost for undergraduate education
- Appointment of a part-time director of undergraduate research
- Appointment of a director of learning communities
- Establishment of the Freshman Focus learning community as a key component of the lower division undergraduate experience
- Enhancement of the academic transitions of the freshman year—Convocation and Common Reading
- Increased experiential learning opportunities (undergraduate research, study abroad, service learning)
- Appointment of a Retention Council
- Submission to the provost of Retention Council recommendations for improving retention

Undergraduate Advising

In October 2006, Dr. Faye Vowell, provost and vice president of academic affairs at Western New Mexico University, visited the Pullman campus to assess undergraduate advising. Based on in-depth interviews with faculty, students, administrators, and advisers, Dr. Vowell found that undergraduate

advising is not systematically assessed and varies markedly in quality and importance across departments and colleges. Dr. Vowell's recommendations are more fully presented and discussed in Standard 2 ([Exhibit 1-20](#)).

An internal ad hoc committee of the Faculty Senate also examined undergraduate advising ([Exhibit 1-21](#)).

Assessment of Undergraduate Retention

In February 2007, then-provost Robert Bates convened the Retention Council to support university enrollment management efforts. The council was directed to develop plans for encouraging student success and persistence to graduation.

The council began with information indicating that freshman retention and six-year graduation rates at WSU have remained mostly flat for a decade and that multicultural students lag behind Caucasian students in almost all measures. While WSU's rates by some national measures are average or better than average, comparisons with peer institutions show that WSU can improve significantly. The Retention Council's recommendations ([Exhibit 1-22](#)) are presented and discussed in Standard Two.

Graduate Education

In March 2005, then-president Rawlins and then-provost Bates appointed a 26-member Graduate Education Commission (GEC) to articulate a new identity for graduate education at WSU and propose the means to achieve this identity. The GEC included 19 WSU faculty, 5 WSU administrators, 1 graduate student, and an external graduate school dean. Later, in August 2005, the Graduate School contracted with the Yardley Research Group for an external assessment of selected doctoral programs and to recommend actions for improving doctoral study and research. The GEC and Yardley reports are provided at <http://www.gradsch.wsu.edu/faculty-staff/GEC.commission.pdf>

and http://www.gradsch.wsu.edu/yardley/Yardley_Report.pdf, respectively.

The GEC and Yardley reports offered several recommendations for enhancing existing strengths of graduate education and research at WSU. They centered on embracing the University's mission as a national research university and focusing resources in a limited number of interdisciplinary areas of preeminence chosen to capitalize on existing strengths.

In response to these recommendations, WSU identified six areas of preeminence (<http://research.wsu.edu>), launched the academic prioritization process to identify existing resources that could be redirected to the areas of preeminence, and updated the strategic plan to achieve more balance among research, education, and outreach. In addition, the Graduate School initiated several measures to expand graduate student recruitment, improve student climate, and promote leadership opportunities for graduate students (see Standard Two). The Graduate School also convened an interdisciplinary task force to consider the future of interdisciplinary doctoral education at WSU and outline a strategy for positioning the University at the forefront of innovations in this area. The task force's full report, issued in February 2008, is available at <http://www.gradsch.wsu.edu/faculty-staff/InterdisciplinaryDoctoralEducation.Final.2.pdf>.

Academic Affairs Program Prioritization

In order to increase the efficient use of limited academic resources, the provost directed a review and prioritization of all academic programs in a process designated Academic Affairs Program Prioritization. The goal of the process was not to reduce the University's overall budget but to focus resources on the institution's highest academic priorities, including areas of research preeminence.

Academic Affairs Program Prioritization was coordinated university-wide during

academic year 2007-08 through the work of two task forces. The Phase I task force designed the review process, including the self-study process and review criteria (http://www.academic-prioritization.wsu.edu/phase_I.html).

The 16-member Phase II task force studied 135 self-reviews completed by academic units, read an analysis and recommendations from each dean and administrative leader, and then held an all-day forum with university leadership, including chancellors and Faculty Senate leaders, to gather more information and discuss particular issues in greater detail. Information about this task force can be found at http://www.academic-prioritization.wsu.edu/phase_II.html. The recommendations, which were submitted to the provost on April 15, 2008, can be found at <http://www.academic-prioritization.wsu.edu/p2-tf-recommendations.html>.

The provost's report to the University can be found at <http://www.academic-prioritization.wsu.edu/decisions>. It was presented to a meeting on the Pullman campus on May 20, 2008, and was Web-streamed to WSU campuses in Vancouver, Spokane, and Tri-Cities and to the extension center in Puyallup. The Web-stream of the meeting can be found at <http://experience>.

wsu.edu/NewSite/Calendar/Calendar.aspx (go to the calendar and click on May 20). Implementation of decisions in the provost's report will begin during FY 09 and may extend over a number of years.

MULTI-CAMPUS PLANNING

WSU became a multi-campus system in 1989 when the Washington legislature created three new WSU campuses in Spokane, Tri-Cities, and Vancouver (along with two new University of Washington campuses in Bothell and Tacoma). By 1999, each of these campuses was carrying out WSU's mission in a unique way that best served their community. The evolution of programs and services on each campus continued to evolve and grow along distinct pathways throughout their second decade and the review period. A brief overview of each campus describing its history, programs, students, faculty, and facilities is provided in [Exhibit 1-23](#).

Soon after WSU entered its second decade as a multi-campus system, its leaders recognized that principles, policies, and practices that had guided the system's early development were inhibiting the growth and maturation of the system and individual campuses. A Branch Campus Review Com-



mittee was appointed by then-president Rawlins in fall of 2001 to conduct a review that reflected on the accomplishments of the past but was oriented toward development for the future. The review was to:

1. Examine 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 WSU's partners across the state, including the legislature;
2. Reflect input from the community, faculty, staff, students, partners, and WSU stakeholders; and
3. Address issues of governance and the general principles established when the multi-campus system was built, in particular the principle of one university, geographically dispersed, and how this principle is implemented.

A Community Study Team was formed for each campus to assess higher education needs and community expectations of its WSU campus. Each study team submitted its findings to the Branch Campus Review Committee, which used them to formulate recommendations to the president and provost. In March 2003, the Board of Regents formally adopted the following Branch Campus Study Committee recommendations (as modified by the president and provost):

- Continue the principle of “one university, geographically distributed” for programs and faculty
- Maintain separate student bodies for each campus with common admission and performance standards
- Recognize the uniqueness of each regional campus and its need for autonomy and freedom to operate in its local context and respond to local needs
- Implement a new governance model for the regional campuses
- Each campus led by a chancellor

- Chancellor reports to president
- Chancellors participate in Regents meetings

The University has implemented many of these recommendations and continued to evolve as a multi-campus system (see Standard 6).

A series of actions at the state level has also resulted in several changes within the University and individual campuses. In 2002 and 2003, the Washington State Institute for Public Policy completed two studies of the three WSU and two University of Washington branch campuses (<http://www.wsipp.wa.gov/pub.asp?docid=02-12-2301>).

On the basis of these studies, the 2004 Washington legislature changed the status of WSU Spokane to that of a co-located campus with WSU Pullman. That legislation also directed WSU Tri-Cities and WSU Vancouver to engage with their communities in self-studies and make recommendations concerning their future development. Subsequent legislation in 2005 and 2006 granted WSU Vancouver and WSU Tri-Cities authority to offer full four-year undergraduate programs. The first freshman class began at WSU Vancouver in fall 2006 and at WSU Tri-Cities in fall 2007.

EXHIBITS

Exhibit 1-1	Institutional Planning, The Path to Excellence	Electronic, Exhibit Room
Exhibit 1-2	Planning for the Second Century	Electronic, Exhibit Room
Exhibit 1-3	Academic Vision 1993	Electronic, Exhibit Room
Exhibit 1-4	Role and Mission Statement 1994	Electronic, Exhibit Statement
Exhibit 1-5	Strategic Plan Overview 2002-07	Electronic, Exhibit Room
Exhibit 1-6	Institutional Benchmarks Student Quality and Performance	Volume II, Electronic, Exhibit Room
Exhibit 1-7	Institutional Benchmarks Undergraduate Enrollment	Volume II, Electronic, Exhibit Room
Exhibit 1-8	Institutional Benchmarks Diversity: Students	Volume II, Electronic, Exhibit Room
Exhibit 1-9	Institutional Benchmarks Diversity: Faculty/Staff	Volume II, Electronic, Exhibit Room
Exhibit 1-10	Institutional Benchmarks Faculty Compensation	Volume II, Electronic, Exhibit Room
Exhibit 1-11	Institutional Benchmarks Research, Scholarship and the Arts Success and Faculty Performance	Volume II, Electronic, Exhibit Room
Exhibit 1-12	Institutional Benchmarks Graduate Programs	Volume II, Electronic, Exhibit Room
Exhibit 1-13	Institutional Benchmarks Funding	Volume II, Electronic, Exhibit Room
Exhibit 1-14	Institutional Benchmarks Development	Volume II, Electronic, Exhibit Room
Exhibit 1-15	Institutional Benchmarks Athletics	Volume II, Electronic, Exhibit Room
Exhibit 1-16	Academic Planning	Electronic, Exhibit Room
Exhibit 1-17	Hiring Process	Electronic, Exhibit Room
Exhibit 1-18	Shoenberg Report	Electronic, Exhibit Room
Exhibit 1-19	Six Learning Goals of the Baccalaureate	Volume II, Exhibit Room, Electronic
Exhibit 1-20	Vowell Report	Electronic, Exhibit Room
Exhibit 1-21	Academic Advising Report	Electronic, Exhibit Room
Exhibit 1-22	Retention Council Report	Electronic, Exhibit Room
Exhibit 1-23	Regional Campus Overview - Vancouver	Electronic, Exhibit Room
	Regional Campus Overview - Tri-Cities	
	Regional Campus Overview - Spokane	

WEB SITES

2002-07 Strategic Plan Colleges	http://webproofs.wsu.edu/StrategicPlanning-02-07/college-plans.html
2002-07 Strategic Plan Implementation	http://webproofs.wsu.edu/StrategicPlanning-02-07/implementation.html
2002-07 Strategic Plan Feedback	http://strategicplan.wsu.edu/feedback.html
2008-13 Strategic Plan	http://www.strategicplan.wsu.edu/
Graduate Education Commission Report	http://gradsch.wsu.edu/faculty-staff/GradCommRpt2006.pdf
Yardley Research Group Report	http://www.gradsch.wsu.edu/yardley/Yardley_Report.pdf
Six Areas of Preeminence	mhtml:https://universityportfolio.wsu.edu/nwccu2009/workspace/Standards%20Self%20Studies/Standard%201%20-%20Mission/STANDARD%20ONE%20EXHIBITS/Additional%20Exhibits/World%20Class%20Research%20Six%20Areas%20of%20Preeminence.mht
Graduate School Interdisciplinary Task Force on Doctoral Education	http://www.gradsch.wsu.edu/faculty-staff/InterdisciplinaryDoctoralEducation.Final.2.pdf
Academic Affairs Program Prioritization Phase I	http://www.academic-prioritization.wsu.edu/phase_I.html
Academic Affairs Program Prioritization Phase II	http://www.academic-prioritization.wsu.edu/phase_II.html
Academic Affairs Program Prioritization Task Force Recommendations	http://www.academic-prioritization.wsu.edu/p2-tf-recommendations.html
Academic Affairs Program Prioritization Provost Report	http://www.academic-prioritization.wsu.edu/decisions/
Provost Report Webstream meeting	http://experience.wsu.edu/NewSite/Calendar/Calendar.aspx
Washington State Institute for Public Policy Report on Branch Campuses	http://www.wsipp.wa.gov/pub.asp?docid=02-12-2301

ADDITIONAL EXHIBITS

NSSE 2006 Executive Summary	Volume II Standard Two, Electronic, Exhibit Room
NSSE 2006 Presentation	Electronic Exhibit Room
Writing Portfolio Report 2007	Excerpts in Volume II, Electronic, Exhibit Room
Graduate Education Commission (GEC) Report	Electronic, Exhibit Room
Yardley Report	Electronic, Exhibit Room
Academic Affairs Program Prioritization Criteria	Electronic, Exhibit Room
A2P2 Overview	Electronic, Exhibit Room
A2P2 Phase II Flowchart	Electronic, Exhibit Room
2007 Alumni Survey	Electronic, Exhibit Room
ALMS Data Report	Electronic, Exhibit Room
Student Satisfaction Executive Summary	Electronic, Exhibit Room
Capture Rate and Market Share Charts	Electronic, Exhibit Room
Carnegie Classification Application	Electronic, Exhibit Room
Enrollment Report FTE's	Electronic, Exhibit Room
Enrollment Report Headcount	Electronic, Exhibit Room
Task Force Report on the Future of Doctoral Education	Electronic, Exhibit Room
WSU Libraries Strategic Plan	Electronic, Exhibit Room
President's Report on the Status of Women	Electronic, Exhibit Room
WSU Today Online Employee Survey Article	Electronic
WSU Internal Communications Audit 2005	Volume II, Electronic, Exhibit Room

Standard Two



EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

STANDARD TWO

Educational Program and its Effectiveness

ENGAGED LEARNING, SERVICE EMPHASIS

As Washington's public land-grant university, Washington State University emphasizes engaged learning and service to the state's people and communities. Across WSU's 11 colleges, many academic programs rank among the nation's finest. Students work side by side with professors whose scholarship and research are at the frontiers of knowledge. They apply their knowledge and skills in national competitions as varied as mock trial, interior design, business plans, model United Nations, and robotics; work with professors on research; and contribute more than 29,000 hours of community service annually. A robust student governance system and the service and philanthropic aspects of the Greek community also enable students to apply their curricular and co-curricular educations in real-world settings. Because of their size and locations, the regional campuses afford students both close contact with faculty and a broad range of opportunities for community and industry involvement.

The 1999 NWCCU self-study, which noted that "academic preparation of incoming students . . . is a concern," triggered intensive action to recruit a high quality, diverse student body appropriate to a research university. As a result, WSU has attracted students of ever-greater diversity and better academic preparation. Freshman graduation rates (1993-2002) have risen from 59 percent to 67 percent. Graduates gain licensure in their professional fields at high rates, obtain good jobs, and are very satisfied with their WSU experience, as documented by alumni surveys and fundraising. In short, the outcomes of WSU's educational programs are strong and getting stronger ([Exhibit 2-1](#) and [Figure 2-1](#)).

Award-Winning Experiential Education

To increase experiential education, the College of Engineering and Architecture and the College of Business collaborated to create the Harold Frank Engineering Entrepreneurship Institute. This program is designed to give engineering and business students the education and experiences needed to enable them to implement their entrepreneurial ideas. Students spend the summer interacting with industry leadership in Silicon Valley and elsewhere. In 2008, the program won the Kauffman award for contributions to entrepreneurial education.



Frank Institute entrepreneurship students interview the founder and CEO of a local company.

GENERAL REQUIREMENTS

As the academic qualifications of students have risen, WSU has begun to reshape its programs to better suit its changing student body. A fuller understanding of the competitive national landscape in research and graduate education has led to ambitious goals to expand doctoral education and improve program quality.

During the past decade, WSU has been redefining for itself how it intends to achieve educational programs of high quality within core funding available through state resources, enhanced by private giving and grants. More recently, the internal conversation has focused on finding a

sustainable balance between a high quality undergraduate education and significant expansion of high quality graduate education in a resource-restricted environment.

The next iteration of the strategic plan (2008-13) draws on assessed strengths of the undergraduate experience. The distinctive “Cougar spirit” finds its educational expression in a rich array of experiential learning opportunities inside and outside the classroom. As the NSSE and institutional data have revealed, WSU can capitalize on this solid base of deep learning opportunities to create its next set of transformational initiatives for the undergraduate experience (Exhibit 2-2). The challenge is to engage students in service learning, undergraduate research, education abroad, and internships earlier and more extensively. WSU Tri-Cities is moving in this strategic direction by

guaranteeing freshmen an internship with a local organization. WSU Vancouver has received two grants to partner with units on campus and many groups in the community to build campus and community centers for civic engagement (Exhibit 2-3).

Redefinitions and refocusing of educational programs are taking place through the institutional processes detailed in Standard One. The result is a dynamic academic enterprise, as almost every college has undertaken major reorganizations to limit scope, increase focus, and enhance quality. As detailed in the college self-studies, there have been mergers and closures of departments as academic leadership adjusts programs in light of available human and financial resources. All program closures employ the teach-out policies of the *Educational Policies and Procedures Manual*

Figure 2-1
Licensure and Certification Exam Pass Rates—Summer 2008

College/Department	Test	Rate	Year	Notes
Nursing	NCLEX-RN	91%	2008	
	Psychiatric Nurse Practitioner	100%	2008	
	Family Nurse Practitioner	100%	2008	
	Community Health Clinical Nurse Specialist	100%	2008	
Pharmacy	NAPLEX (Licensure Exam)	94.19%	2007	State pass rate 93.43%
	MPJE Multi-state Jurisprudence Exam	95.7%	2007	State pass rate 90.76%
CAHNRS	Washington Educator Skills Test—Endorsement	100%	2007	For student teaching
Nutrition & Exercise Metabolism	Exercise Specialist Exam	100%	2007	
	Registered Dietician (RD) Exam	85.7%	2007	
Engineering and Architecture	Fundamentals of Engineering	90%	Fall 2007	National pass rate 72%
		78%	Spring 2008	National pass rate 71%
Liberal Arts	Clinical Licensure Exam Clinical Psychology	100%	2008	100% passing over the last 10 years
Liberal Arts/Speech and Hearing	Praxis Exam/ASHA Certification Process	100% Mean Score of 700	2007	National performance pass rate is 80% with mean score of 657
Veterinary Medicine	NAVLE (North American Veterinary Licensing Examination)	97%	2008	National pass rate 97%

(http://facsen.wsu.edu/eppm/EPPM_08.pdf). As the recommendations of the academic program prioritization process are implemented (<http://academic-prioritization.wsu.edu>), all degrees and objectives and degree designators will be re-verified (*Exhibit 2-4*).

Educational Goals and Review Processes

The University's overarching goals have been revisited and updated in 2002 and 2008. Through benchmarking of progress toward these goals at the university, college, and department levels, links between institutional goals and educational programs have increasingly converged during this period. While for many years the goals of the general education program served as the institution's statement of its educational goals, in 2005, as the result of strategic planning, the "Six Goals of the Baccalaureate" (*Exhibit 2-5*) were approved. They incorporate state assessment goal areas and also embrace both general education and the major, and have helped departments scaffold their goals and outcomes for assessing student learning. The Vancouver campus has been able to structure its new general education program explicitly around these goals (<http://www.catalog.wsu.edu/catalog/content/vancouvercampus.pdf>). A variety of programmatic efforts, including freshman orientation, the common reading program, the freshman learning communities, the writing program, general education, and the Center for Teaching, Learning, and Technology, are disseminating these goals to both students and faculty.

The 2008 updated strategic plan refines the strategic priorities for undergraduate and graduate education. To accomplish the plan's goal of providing a "transformative experience that prepares students to excel in a global society," the following five strategic initiatives were identified:

1. Develop and support outstanding graduate programs.

2. Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology.
3. Provide high-impact learning experiences that engage students.
4. Foster core competencies in our learners.
5. Significantly improve retention and graduation rates of our students.

Benchmarks for a transformative student experience can be found at http://www.strategicplan.wsu.edu/08_13_strategic_plan.pdf.

The coherent design of programs and their goals is fostered by a variety of mechanisms and processes that apply across all campuses:

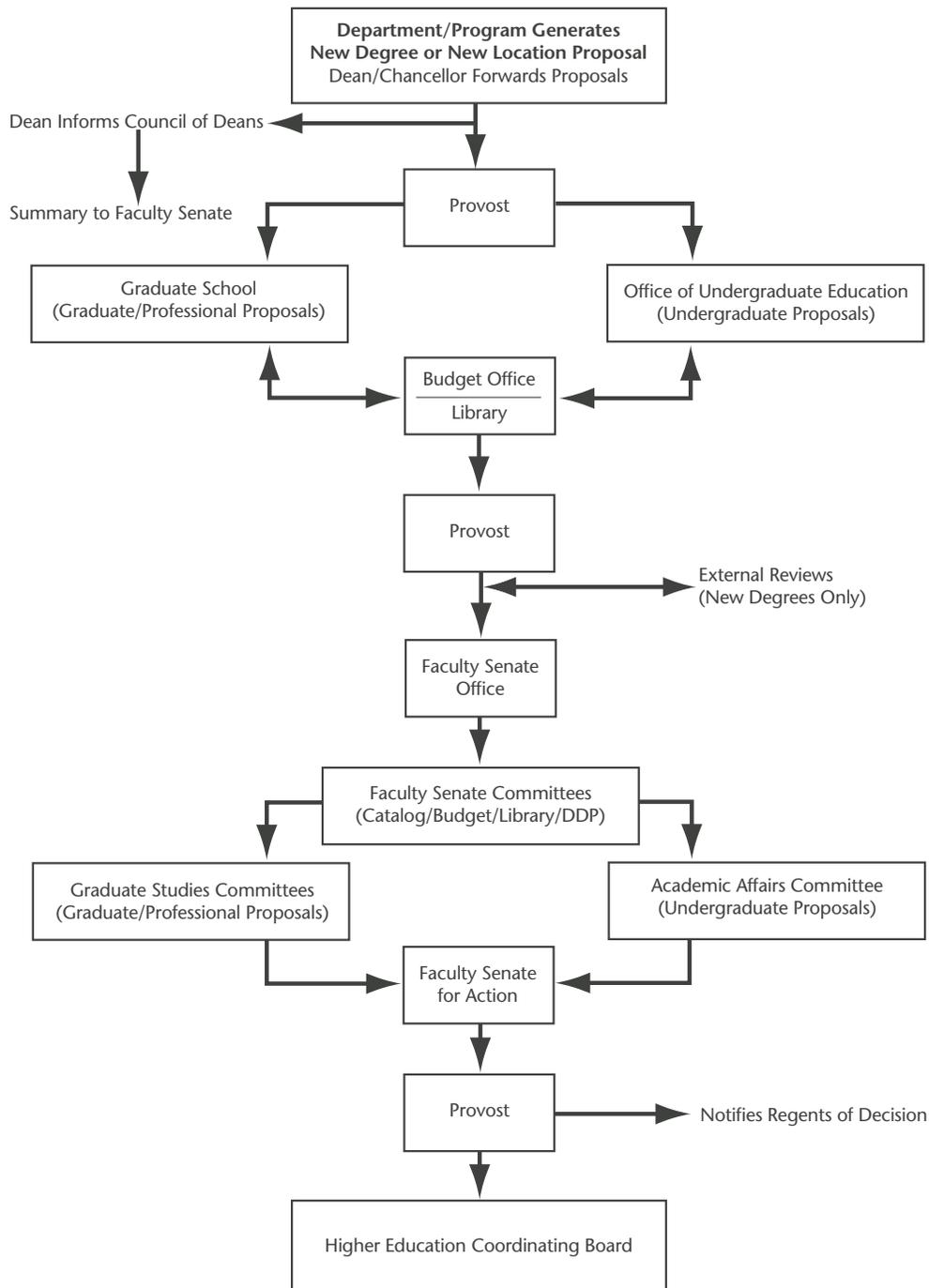
- The new program planning template (<http://facsen.wsu.edu/proposals>).
- The Catalog Subcommittee of the Faculty Senate reviews major curricular changes and changes in degree requirements to ensure coherent design; appropriate breadth, depth, and sequencing of courses; and synthesis of learning in a culminating project or capstone course. Additional reviews are conducted by the Academic Affairs Committee and the full Senate itself.
- Periodic specialized accreditation reviews (at least 30 departments/programs) scrutinize curricula for up-to-date goals and for coherence of design.
- External or employer advisory boards in disciplines such as business, engineering, kinesiology, communication, education, and others provide professional perspectives on curricula that are closely linked to specific fields of employment.
- Academic program review provides an in-depth analysis of departmental issues, including curricular coherence, every five to seven years.

Curricular Governance Processes, Credits, Transfer, and Articulation

Faculty govern the overall process for curricular change, whether it involves the proposal of new programs, revision of

existing ones, or termination (described in the *Educational Policies and Procedures Manual* at <http://facsen.wsu.edu/eppm>, with updates on the Faculty Senate Web site). While departments, colleges, university

Figure 2-2
New Degree Program Approval Process



committees (e.g., General Education Committee, All-University Writing Committee), and administrators may propose curricular changes, the primary body responsible for the approval of curricula is the Faculty Senate, with ultimate approval resting with the Board of Regents for major degree changes, or the state Higher Education Coordinating Board for new degrees/locations (Figure 2-2).

As provided by the Faculty Senate Constitution, the Catalog Subcommittee considers all major curricular changes and submits recommendations to the Academic Affairs Committee (AAC) and the Graduate Studies Committee (GSC) for undergraduate and graduate courses, respectively. The AAC and GSC make recommendations to the Faculty Senate. If approved, they move for vote to the full Senate, and then are incorporated into the course and degree catalog. Faculty Senate officers meet regularly with the provost, vice provosts, and president to discuss issues, including degree programs.

WSU's curriculum is semester-based, and credits are based on Carnegie units. Non-semester-length courses (e.g., in summer session) preserve credit hour ratios by longer and more frequent meeting times. Based on assessment of different rates of student success, the distance degree program has phased out so-called "flex" correspondence courses in favor of entirely semester-based online courses. Courses at the various campuses are spread throughout the day and evening according to local needs. The availability of distance courses to campus-based undergraduates allows "time-shifting" for job or family responsibilities. The multi-campus system allows students to take courses at various campuses in different terms, allowing them to stay enrolled at WSU even during relocation away from the campus at which they originally matriculated.



Policy 2.3: ***Credit for Prior Experiential Learning***

WSU does not grant credit for prior experiential learning (Academic Regulation 15, <http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/15>).

Policy 2.5: ***Transfer and Award of Academic Credit***

WSU policy regarding transfer of credit is described in Rules 6, 9, 14, and 15 of the WSU Academic Regulations (<http://www.catalog.wsu.edu/general/academicregulations/listby>). WSU is a party to the state-wide Direct Transfer Agreement, approved as Higher Education Coordinating Board policy and maintained by the Intercollegiate Relations Commission (ICRC), which defines WSU's admissions policy for students who have completed an approved, transferable associate of arts degree from one of the Washington community colleges. The agreement stipulates that the associate's degree fulfills all lower division general education requirements and grants the student at least 90 credits and junior standing. In 2000, WSU extended that agreement to include approved transferable degrees from several nearby states (Oregon, Idaho, California, Arizona, and Alaska). All of WSU's

policies and practices comply with Policies 2.3 and 2.5.

Also in 2000, along with most of the other baccalaureate institutions in the state, WSU entered another negotiated agreement, to give similar consideration to students with the associate of science transfer (AS-T) degree. The AS-T degree is intended to provide preparation for community college students interested in the sciences and engineering that is comparable to what freshman-entry students receive at the baccalaureate institutions. The AS-T allows for an extensive foundation of science and math courses as well as basic general education courses. Students who transfer to WSU with the AS-T will be required to complete about 15 remaining credits of lower-division general education requirements.

Statewide transfer credit policies are maintained in the ICRC handbook (<http://www.washingtoncouncil.org/icrc/resources/documents/icrchandbook.pdf>). WSU staff (director of admissions, associate vice president for educational development) serve on ICRC committees that review, evaluate, and recommend to the institutions revisions of state policies on transfer of credit and articulation. Transfer students may appeal course equivalence and substitution issues to the director of general education. The Trans-

fer Center, a special office to assist transfer students and deal with transfer issues among institutions, was created in 1998 as a result of assessment of the needs of then-current transfer students.

Role of Libraries and Information Literacy

WSU takes pride in the breadth, depth, and quality of the linkages between the library faculty and academic programs, particularly general education. Library faculty sometimes teach general education courses, and also serve on the General Education Committee and the All-University Writing Committee. In addition, they are represented on committees related to any large new initiative in undergraduate education (e.g., Freshman Seminar, Freshman Focus, Common Reading). Library staff also review all new degree proposals for the adequacy of library and information resources.

The promulgation of the Six Goals of the Baccalaureate has given new impetus to initiatives to extend information literacy broadly and deeply throughout the curriculum. Library faculty have assisted the World Civilizations Program in defining program learning outcomes, particularly the information literacy goals. In addition, library faculty have created a series of resources for both students and faculty (http://www.wsulibs.wsu.edu/electric/trainingmods/world_civ).

Departmental self-studies document the ways in which their degree programs require and assess the use of library and information sources. These are often integrated into undergraduate research courses or experiences, and into capstone courses in the major.

New programs must assess the library's capacity to support their needs, as well as document how they will assess student learning and use the results to improve the program (<http://facsen.wsu.edu/proposals>). They must also demonstrate that an adequate budget is available.

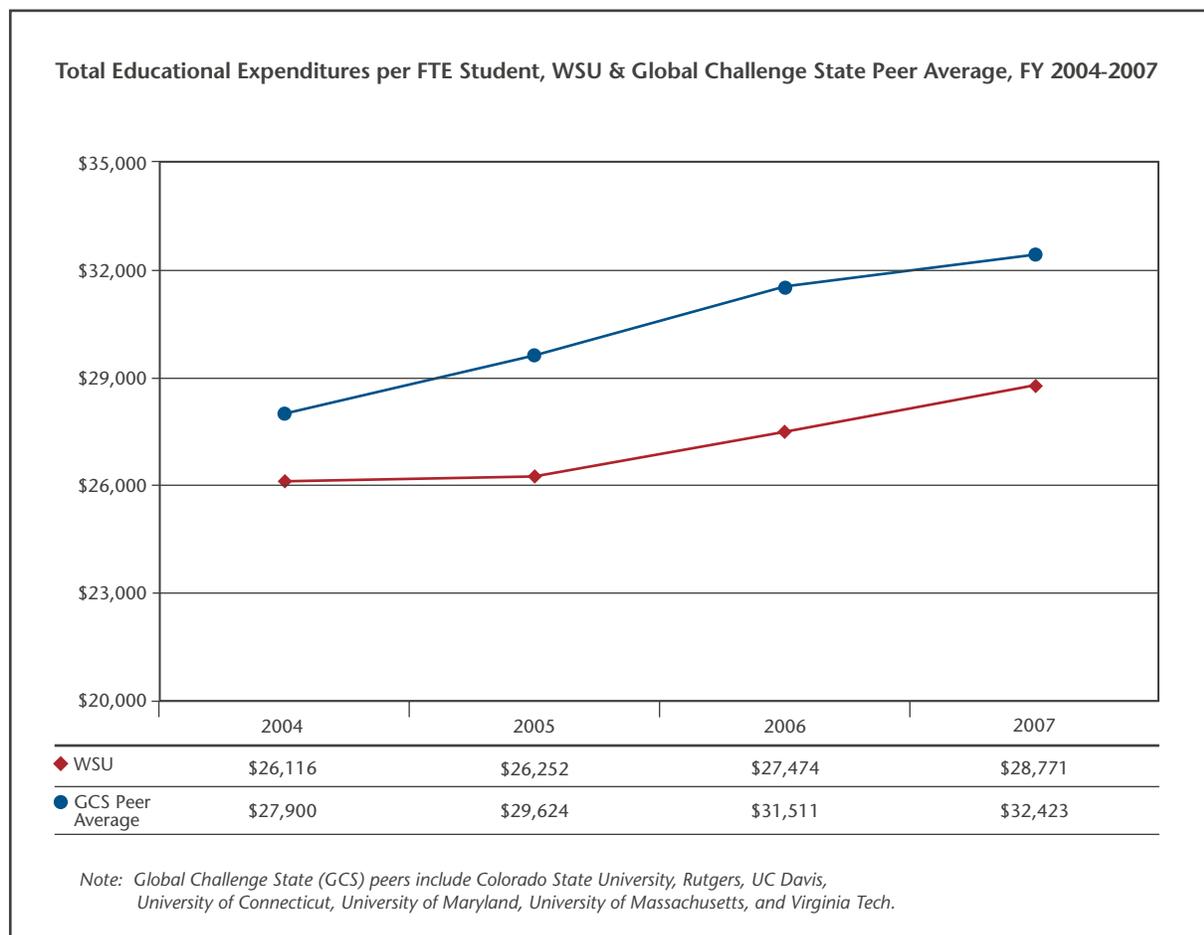


Sufficiency of Human and Financial Resources

With a resource base sufficient for its educational program, but too limited to meet all its aspirations, WSU is striving both to increase the size of the pie and to slice it a bit differently in support of strategic goals and core values. Many academic programs and academic support programs are justifiably proud of the quality of educational results achieved given current levels of investment. However, ongoing self-study has made academic leadership increasingly aware that national data comparisons show instructional expenditures in many departments in the bottom half or bottom quartile compared to peers (Exhibit 2-6).

Additionally, per-student funding from the state is declining while that of many peer institutions in other states has been increasing. Depending on the comparison group, WSU's per student instructional expenditures lag about \$4,000 behind peers (Exhibit 2-7 and Figure 2-3). After several years of digesting this data, there is interest in the Academic Affairs division in revising this budgeting system. The state intends to fund higher education at the 60th percentile of the GCS peers but this goal will likely be delayed by larger economic concerns.

Figure 2-3
Comparison of Educational Expenditures per Student FTE



Strategies for Increasing the Pie for Academic Programs

DIFFERENTIAL TUITION

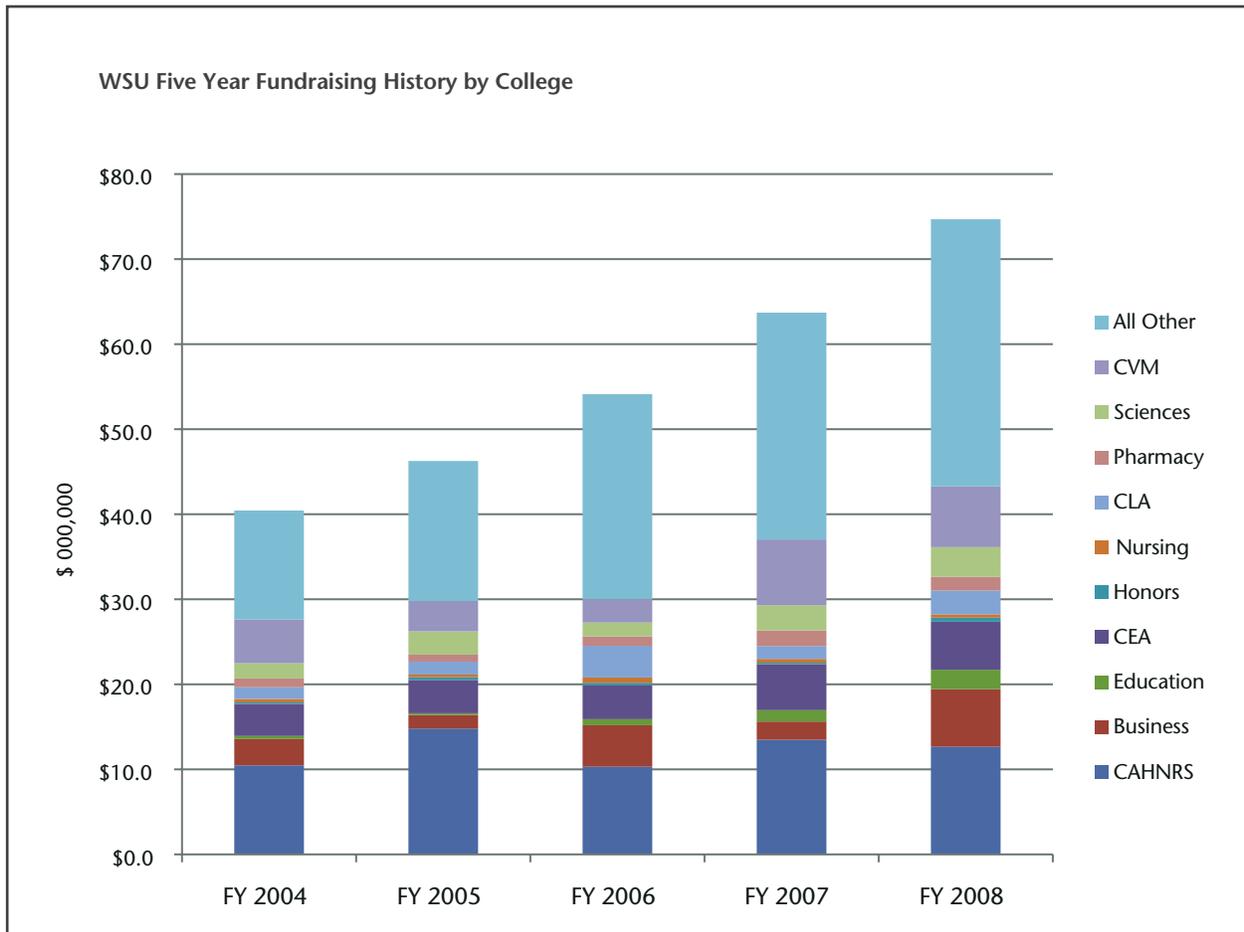
Because several of the professional schools have high per-student/per-credit costs due to equipment and laboratory needs, required faculty ratios in clinical instruction, and market forces driving the cost of faculty salaries, they have requested and received authority to charge differential tuition. Currently affected are the degrees of Pharm.D., executive M.B.A., graduate nursing degrees, and D.V.M. These tuition increases have resolved deficits, increased faculty salaries, and provided a margin of flexibility in those college budgets. The legislative author-

ity for differential tuition expires in 2009, and WSU, together with the University of Washington, will pursue continuation of this important mechanism to fund quality education in high-cost fields.

"HIGH-DEMAND" MONEY

In recent biennial appropriations, the state legislature has allocated higher subsidies per student FTE in fields in high demand by employers in the state, primarily in STEM (science, technology, engineering and math) disciplines. From 2004 to 2009, the University has attracted some \$10.4 million in new state and tuition revenue to support more than 680 new student FTEs in these fields ([Exhibit 2-8](#)).

Figure 2-4
Five Year Fundraising History by College



PRIVATE FUNDRAISING

Given the realities of state funding, reaching aspirations of excellence requires private philanthropy. In the last decade, academic colleges have significantly increased their investment in fundraising staff. Additionally, new fundraising programs for university-wide units such as International Programs, the Museum of Art, Honors College, the Office of Undergraduate Education, the Libraries, and the Graduate School have been launched in order to achieve strategic priorities. In the last few years, private giving to academic units has risen from about \$40 million to nearly \$80 million annually (Figure 2-4; see also Standard 7).

ACADEMIC AFFAIRS PROGRAM PRIORITIZATION (A2P2)

A2P2 is designed to create a reallocation process targeted to a few major transformational initiatives. More broadly, the curricular contraction now underway is intended to manage teaching resources more effectively by eliminating low-enrollment or hyper-specialized courses and redeploying faculty to areas of higher curricular need. Concurrent to this process, the number of conjoint courses is being reduced (Exhibit 2-9).

NEW ACADEMIC BUDGET PROCESSES

While the degree programs targeted for high-demand funding have been able to enhance their educational experiences with this money (smaller class size, more tutoring, increased programming with faculty in residence halls, and so on), with limited exceptions no funding was provided for the general education courses these students need to take. The result has been increasing reliance on temporary funds to offer sufficient instruction for incoming students.

Students monitor air quality to assess the effects of field burning.

Colleges with the largest undergraduate programs and largest increases in student credit hours taught—liberal arts and sciences—do not have the ability to develop program-specific tuition charges (Exhibit 2-10).

Changes are underway in that the Academic Affairs budget request process will be both regular and regularized, drawing not only on new state funding (if there is any) but also on internally reallocated funds.

EDUCATIONAL PLANNING AND ASSESSMENT

Policy 2.2: Educational Assessment

WSU is proud of its track record as a leader in innovative, transformational assessment that provides formative feedback to students, faculty, and programs, and that ties assessment to pedagogy (Exhibit 2-11). Coordinating the multiple types and levels of assessment continues to evolve as the



University itself grows and restructures its operations. In the last decade, WSU has tried several models of coordinating and directing the flow of assessment information. Two have been assessed and found wanting (university committee, single director of assessment) because responsibilities were not aligned with authority or budget.

Recent provosts have affirmed that primary responsibility for academic program assessment runs through chairs and deans to the provost ([Exhibit 2-12](#)). The new review guidelines require explicit attention to student learning outcomes and specific feedback and action items from the provost back to the college and/or department.

Assessment data: The provost's office serves as the clearinghouse for academic program assessment processes and data. The link between academic assessment, planning, and budgeting occurs at departmental, college, and provostial levels through allocation and reallocation of faculty time, faculty lines, and other resources.

Pertinent assessment data for academic planning that is generated outside individual academic programs (e.g., NSSE, retention data, advising studies) is shared in both the Deans' Council and in the associate deans and student affairs working group. With the folding of student affairs research and assessment into Institutional Research following the A2P2 recommendation (2008) and the new reporting of the latter to the provost (2008), there is now "one-stop shopping" for important cross-institutional assessment data.

Assistance to programs: The 1999 NWCCU Evaluation Report suggested that WSU place emphasis on assisting programs to develop their end-of-program assessments. To this end, during the ten-year review period multiple workshops were offered to chairs and the Deans' Council; the "doctrine of assessment" was preached at a variety of all-university leadership retreats; and staff support was made available through the Center for Teaching, Learning, and Technology. Additional support has been available through the Engineering Education Research Center (<http://eerc.wsu.edu>), the Assessment and Evaluation Center of the College of Education (<http://education.wsu.edu/aec>), and the Teaching Academy (<http://www.teachingacademy.wsu.edu>). Due to multiple leadership changes, the pace of progress in ensuring that all departments document their efforts has been uneven; with a new provost and the development of new reporting and repository technologies, all departments will be able to document meeting the standard by 2009.

Checks and balances on whether there has been follow-through in "closing the loop" at the department level occur through several cross-cutting mechanisms. With the creation of the University Portfolio site for this self-study, annual updating of changes made through assessment can now be reported to a single central database and Web site and the data reviewed by faculty and administrators at various levels. The

Transformational Assessment

- WSU a national leader in portfolio-based writing assessment for all juniors (<http://www.writingprogram.wsu.edu>)
 - FIPSE grant awarded for assessing critical thinking in ways that tie together pedagogy and assessment (<http://wsuctproject.wsu.edu/ph.htm>)
 - "Extending Learning Into Work" e-portfolio project won multiple grants from Higher Education Coordinating Board for bringing employers and external stakeholders into the assessment loop (<https://teamsite.oue.wsu.edu/progeval/sectest/default.asp>)
 - Critical thinking rubric recognized on AAC&U assessment resource site (http://www.aacu.org/resources/assessment/critical_thinking.cfm)
 - Direct method of outcomes assessment in engineering won three awards at 2008 ASEE conference (<https://teamsite.oue.wsu.edu/progeval/CEA/default.aspx>)
 - National grant for studying student engagement using Writing Portfolio data in conjunction with NSSE results (<http://www.writingprogram.wsu.edu/newsevents/wpagrant>)
 - Grant from NSF to assess learning in engineering capstone courses (<http://eerc.wsu.edu/news/index.shtml>)
-

second is the quality control exercised on portions of academic programs through the review processes of the All-University Writing Committee, the General Education Committees in Pullman and Vancouver, the Faculty Senate, and the Graduate School. The third is the tighter link between assessment and program resource decisions in the new academic program review process (Exhibit 2-12).

A major step in this regard has been the recent creation of an Office of Academic Effectiveness as an added assignment for the vice provost for academic policy and effectiveness (formerly academic policy and evaluation). The purpose of this office is to assure that WSU meets or exceeds (1) the accreditation standards of the Northwest Commission on Colleges and Universities for student learning outcomes assessment, academic program evaluation, and effectiveness; (2) state accountability and performance measures for academic programs; and (3) institutional benchmarks for goals 1, 2, and 3 in WSU's 2008-13 strategic plan. This office directs, coordinates, or facilitates, as required, the assessment activities of the provost's office, including:

- assessment of student learning (with colleges and Center for Teaching Learning and Technology);
- student and alumni surveys (with institutional research);
- academic program reviews, program prioritization outcomes (with college deans, Office of Undergraduate Education, Graduate School);
- coordination of academic program review with specialized accreditation;
- strategic plan targets (with college deans, institutional research);
- retention analyses (with institutional research); and
- specific studies of students, courses, programs, departments, and activities, as needed.

As this position was already charged with coordinating NWCCU accreditation activities, state accountability and performance measure development and reporting, and Washington State Quality Award reporting, broader inclusion of more streams of assessment activities will provide the next level of an integrated planning and improvement cycle for the University.

Assessment in Academic Departments and Colleges

Outcomes for each degree are published in the university catalog (http://www.catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2008-09.pdf). Nearly all degree programs have made improvements based on assessment of student learning. Each department determines its own methods of assessment, and results are typically reported to the college on an annual or biannual basis



The retention rate in science and engineering for students in one of the living-learning community dormitories is 19 percentage points higher than for science and engineering students in other residence halls.

and (as of 2007-08) centrally to the University Portfolio once a year. A synopsis is found in [Exhibit 2-13](#). Additional detail can be found in the departmental self-studies ([Exhibit 2-14](#)).

To evaluate the degree to which they are successfully fostering student learning, programs gather data through multiple means, including the following commonly used processes or tools: course evaluations; rubric-based assessment of student work products, whether in student-generated portfolios or through sampling of assignments from key courses; faculty evaluation of assignments in key courses; student surveys or focus groups; evaluation of culminating projects, such as theses or final projects; juried evaluations of performance; assessments of clinical proficiencies; review of licensure rates; alumni surveys; and in some cases, specialized accreditation and/or professional advisory boards. [Exhibit 2-15](#) contains selected one-page snapshots of assessment processes in various programs.

COURSE EVALUATIONS

Evaluations eliciting indirect information on student learning are created and administered by departments and colleges, which determine their contents and use. Some colleges, including CAHNRS (College of Agricultural, Human, and Natural Resource Sciences), engineering and architecture, pharmacy, and sciences, are implementing online course evaluations with matrix capabilities using the newly developed CTLT Skylight™ system (https://my.wsu.edu/portal/page?_pageid=177,179359&dad=portal&_schema=PORTAL). This allows different groups (e.g., instructor, chair, college committee) to get customized reports based on subsets of questions pertinent to particular users of the data. It is particularly well adapted to the complexities of administering evaluations of courses at multiple campuses across the state, and will be piloted for this purpose during the 2008-09 academic year. Many faculty use the tool for formative mid-semester assessment as well.

Faculty Research on Learning and Assessment

Through their work on assessment, WSU faculty contribute to the scholarship of teaching and learning across many disciplines. Sample presentations and publications include:

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Other programs, such as the Honors College and the required world civilizations course in general education, have begun to align course evaluation questions with NSSE items to elicit indirect information about student learning ([Exhibit 2-16](#)).

STUDENT SURVEYS (INCLUDING FOCUS GROUPS)

A number of departments use data from student surveys to improve their programs. For example, hospitality business management surveys graduating seniors to identify potential program changes that will better prepare them for industry positions. The Honors College surveys sophomores and seniors each year and uses the results to adjust program elements such as staffing, advising, or curriculum. Other departments that regularly survey students include general studies; foreign languages and cultures; psychology; and the College of Sciences. The latter restructured its pre-veterinary advising as a result of end-of-program surveys.

SAMPLING OF STUDENT WORK

Some departments (food science; horticulture and landscape architecture; world civilizations core course; kinesiology) sample student work in key courses and evaluate the extent to which it meets learning goals. Kinesiology brings together an assessment panel of faculty, students, professionals, and department leadership to sample papers and assignments from core courses. As a result, assignments are being revamped to promote inquiry-based learning, and faculty development workshops in assignment design and inquiry-based pedagogies have been undertaken.

REVIEW OF STUDENT PORTFOLIOS

A student's intentional and reflective presentation of his or her own learning outcomes is the hallmark of portfolio-based assessment. Undergraduate majors in math-

Hospitality Outcomes Research Wins "Best Article" Prize

Hospitality business management improved its curriculum, supported by internal undergraduate education teaching and learning grants, by gathering assessment data from industry stakeholders. The research and outcomes of their work have been published in a multi-article series, the last of which won a national award for Best Article of 2007.

Swanger, N., and D. Gursoy, 2007. "An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business: Program Learning Outcomes—Part III," *Journal of Hospitality and Tourism Education*, 1(2):14-22.

ematics maintain a portfolio that includes final exams, writing projects, and faculty evaluations. The Undergraduate Advisory Committee uses the portfolios to evaluate whether students are meeting the Six Goals of the Baccalaureate. Comparative ethnic studies revamped its methods course as a result of assessing student work. A growing number of departments, including fine arts, comparative ethnic studies, the Murrow College of Communication, the English composition program, and the Vancouver general education program, use electronic portfolios for the assessment of their students' learning.

EVALUATION OF ASSIGNMENTS

One of the important institutional outcomes of the FIPSE critical thinking grant was the wider recognition that assignment design is key to eliciting student performances of desired learning outcomes ("What you test/grade is what you get"). Departments, including the Asia program, food science, horticulture and landscape architecture, general education world civilizations, and geology evaluate assignment design in key courses to determine whether assignments can be improved to better guide students' performances toward the desired goals.

JURIED OR PROFESSIONAL ASSESSMENTS OF PERFORMANCE

Disciplines such as music, fine arts, and the design fields use juried evaluations of students' performances to assess levels of proficiency in desired knowledge and skills. Nursing, pharmacy, and veterinary medicine use clinical proficiency evaluations. The Department of Teaching and Learning evaluates student teacher performance in the required practicum. The College of Sciences assesses its undergraduates' research and communications skills in their undergraduate research poster competition. It has used the data on student performance in the competition to increase emphasis on undergraduate research; for example, a graded senior research project was added to the geology major.

EVALUATION OF THESES OR CULMINATING PROJECTS

The Honors College, physics, engineering, and theater arts, among others, use theses or culminating projects to evaluate student achievement of learning goals, and to make programmatic changes. Evaluations of honors theses revealed that students' performances were consistently less strong in methodology than in other areas, so the curriculum was adjusted to provide more emphasis on disciplinary methods.

EXIT INTERVIEWS

Student feedback from exit interviews resulted in changes to the advising system in the School of Molecular Biosciences. The relatively new neuroscience program (within the College of Veterinary Medicine) adopted exit interviews in 2007 and feeds this information to its curriculum and policy committees.

ALUMNI SURVEYS

The Asia program, fine arts, sociology, electrical engineering, and others survey alumni for information that is fed back into program improvement. The Asia Program discovered that students felt the need for an integrative culminating project or experience for their interdisciplinary course work, and so the program is developing a capstone seminar.

ADVISORY BOARDS

Most colleges and many professional departments (e.g., education, engineering, business, food science, hospitality business management, College of Sciences), have active advisory boards that regularly provide input on programs which then respond to changing circumstances in the field. The sciences advisory board, for example, has provided feedback that, together with internal assessments, led to the development of more career information and a careers course in sciences. The geology board of

Figure 2.5
Freshman Performance Profile and Retention and Graduation Rates

	1999	2000	2001	2002	2003	2004	2005	2006	2007
First Semester GPA	2.77	2.78	2.79	2.88	2.91	2.91	2.86	2.80	2.82
Percent Deficient 1st Sem	18.5%	19.0%	18.2%	14.2%	13.1%	12.3%	13.1%	16.8%	15.2%
Fall-to-Spring Retention (full-time freshmen)	94.0%	94.7%	94.8%	94.4%	93.9%	95.6%	93.8%	93.2%	94.1%
First-year Retention (full-time freshmen)	84.1%	83.5%	82.9%	84.5%	84.3%	84.8%	82.1%	84.1%	81.8%
4-year graduation rate (full-time freshmen)	32.2%	32.6%	33.1%	36.7%	40.2%	40.5%			
5-year graduation rate (full-time freshmen)	57.7%	55.6%	56.7%	61.6%	64.1%				
6-year graduation rate (full-time freshmen)	63.2%	60.2%	62.9%	66.8%					

visitors provided input that led to the strengthening of field-based learning within the curriculum.

LICENSURE AND SPECIALIZED ACCREDITATION

Tracking of licensure rates in programs subject to licensing provides feedback for program improvement. Both nursing and pharmacy have changed their curricula in order to achieve even higher licensure rates, as detailed in their self-studies. The College of Business provides the most dramatic example of curricular changes in response to the assessments of specialized accreditation.

Focused Assessments in Academic Departments and Colleges

ACADEMIC PROGRAM REVIEW

The assessments in two in-depth consultant reports, the accreditation self-study, and changes in the provost's office have made it clear that a new academic program review process is called for. In spite of dedicated efforts by all parties involved, previous reviews were not seen to lead directly enough to improvement in programs, changes in resource allocation, or status of programs.

The new academic program review process will move responsibility for the reviews to the college deans in coordination with the Office of the Provost, the Graduate School, and the Faculty Senate. This will solve a major problem with the previous process, in which the deans had only a marginal role, with resulting lack of traction for change. One college and ten departments will be reviewed in 2008-09 using the new process ([Exhibit 2-12](#)).

LOCALIZED ASSESSMENTS

Grading studies, retention studies, and programmatic evaluations have generated improvements contributing to student success.

- The **College of Sciences** has undertaken annual studies of grading patterns as part of efforts to improve lower-division instruction and increase retention ([Exhibit 2-18](#)). While these studies have been relatively recent, the data has driven immediate changes. For example, a course coordinator was appointed in math for a course that had multiple sections with significant grading variability.
- Based on data showing what students need to be successful in chemistry, the **Department of Chemistry** strengthened prerequisites, prerequisite checking, and freshman advisor training.
- The **College of Engineering and Architecture** has undertaken extensive studies of retention and student success ([Exhibit 2-18](#)). One finding is that a close association with an academic community tied to students' career goals can positively improve retention. Given this result, the colleges of science and engineering and architecture have set up a living-learning community for freshman students in two residence halls. In this community, students from science, technology, engineering, and math (STEM) disciplines share common classes required by their majors and have access to tutoring services and programs designed to connect them with faculty and upper-division students. This program has been shown to retain students at the University at a rate 4.8 percentage points higher than the remainder of their cohort. Within a STEM major, retention is more than 11 percentage points higher for those in the learning communities.
- The **Honors College's** assessment of its incoming students' patterns of AP credit led to significant curricular revision ([Exhibit Honors-1](#)). Transcript analysis, assessment of thesis performance, and faculty feedback showed that students were entering

with as much as 30-45 credits through Advanced Placement exams, and thereby avoiding lower-division course work. They thus faced the Honors thesis and upper-division course work without the benefit of college-level instruction in research and writing. A new curriculum addresses the problem.

Building Capacity for Ongoing Assessment

The assessment activities of individual faculty beyond their own departments' formal processes contribute to WSU's overall capacity to improve student learning. The University recognizes that for assessment to become both routine and transformative, faculty must have multiple opportunities to learn about it, practice it, and engage with other faculty around assessment topics.

Examples of significant faculty engagement in assessment practices include:

Assessing writing university-wide: Faculty who teach WSU courses are hired as evaluators for the Writing Placement Exam, the Honors College Writing Diagnostic, and the Writing Portfolio. They evaluate the writing of thousands of students each year and thus have a cross-institutional view of students' skills. Additionally, the Writing Portfolio requires that students return to former faculty members who originally assigned the course work to have their papers evaluated for submission in their portfolios. Through their participation in this university-wide assessment, these faculty set and maintain the standards for undergraduate writing at WSU.

Internal grants for assessing learning: The 2002-07 strategic plan called for investing in curricular innovation and continuous improvement of the undergraduate experience. Five years of internal curricular grants, three of them focused on assessment, have increased the capacity of faculty and departments to improve student learning

([Exhibit 2-19](#)). These grants also generated a significant body of contributions to the scholarship of teaching and learning, and a number of the projects have been recognized by awards and prizes at conferences. While, unfortunately, this fund had to be reallocated, efforts are underway to raise private funds to endow an internal grant fund.

Critical thinking project: The 2001-04 FIPSE critical thinking grant contributed significantly to the faculty's capacity to assess critical thinking at both the course and departmental levels. More than 400 faculty have been involved in developing rubrics to assess critical thinking in 155-plus courses. (See more detail below under Assessment of General Education.)

Central University Assessments

Assessments administered or requested by central administrative offices such as institutional research, enrollment management, or the provost's office generally focus on students before they declare a major or after they graduate. These assessments are used to evaluate and adjust ongoing practices, or to initiate programmatic or policy changes.

PROSPECTIVE STUDENTS

To recruit a high-quality, diverse student body appropriate to a research university, substantial investments were made in marketing, communications, recruitment, and new scholarship programs. The admissions process evolved from a formula-driven model to a holistic review that includes non-cognitive variables to better identify students with the capability to succeed at WSU. The ten-year historical profile of freshmen (1998-2007 in [Exhibit 2-1](#)) shows the following trends:

- More even gender balance (from 52 percent women to 50 percent)
- A 36 percent increase in entering students with a high school GPA of 3.59 or above during the past 10 years

- A 65 percent increase in those with 3.59 and above GPA and SAT at or above 1,200 during the past 10 years
- A 24 percent increase in underrepresented students, mainly Asian American and Chicano/Latino/Mexican American, during the decade.

With the elevation of enrollment management to a vice presidential area in 2007, increasingly sophisticated assessments are being brought to bear on the recruitment process. A notable new step in 2007-08 is “closing the loop” with high school counselors by sending data back to them on the first-year performance of students from that school.

With the aid of Noel Levitz consultants and its own internal analyses, WSU has also worked to improve financial aid leveraging in order to do a more effective job of getting scholarship money into the hands of students who are likely to be retained and graduate. Current discussions, derived in part from the 2008 retention study, center on devising more effective internal coordination between colleges and the central scholarship office to create four-year aid packages for students.

FIRST-YEAR STUDENTS

WSU first participated in the Beginning College Survey of Student Engagement (BCSSE) national pilot in 2005, in the limited administration of 2006, and the official national launch in 2007 ([Exhibit 2-20](#)).

WSU has used the results to:

- Improve advising by distributing the advising reports, which facilitate developmental advising, to advisors of freshman students.
- Compare with NSSE results for freshmen (2006). Results confirmed the importance of faculty interaction, academic and social support, and diverse perspectives as areas for continued university focus.

RETENTION STUDY

In spring 2007 the provost appointed a Retention Council to take an in-depth look at retention issues for all students. The council’s report ([Exhibit 2-21](#)), based on a wide-ranging examination of data, identifies problem areas and numerous action steps, many of which are in progress. Key areas where changes can better support student

New Undergraduate Research Office

<http://undergraduateresearch.wsu.edu>

In response to NSSE data and to external benchmarking, WSU funded a central undergraduate research office on a pilot basis starting in 2006. In its first two years the undergraduate research program has already made significant strides. Approximately \$50,000 is distributed annually to WSU faculty and students from endowments and private donations. Some of these funds are used as matching funds for undergraduate research activities sponsored by grants or academic departments. The director assists in securing and organizing externally funded undergraduate research programs (REU programs from NSF) which account for more than \$250,000 in expenditures per year.

Highlights:

- In summer 2008, WSU departments offered five NSF Research Experience for Undergraduates summer programs, one of the largest programs of its kind in the nation.
- Development of a one-week summer “boot camp” for freshmen to teach them basic research skills
- University-wide Undergraduate Research Symposium each fall. Students compete for awards for oral presentations and/or poster displays about their work.
- WSU’s new affiliation with the Council on Undergraduate Research enabled a student to compete successfully for one of 60 places in the national “Posters on the Hill” competition in May 2008.

While tracking methods are under development, best estimates using multiple data sources suggest that as many as 25 percent of WSU undergraduates engage in some type of mentored research, scholarship, or creative activity.

persistence include: more, and more strategically packaged, financial aid and scholarships; early identification/early warning systems; reforms to advising; and more responsive, adaptable, and interconnected student data systems.

NATIONAL SURVEY OF STUDENT ENGAGEMENT

The NSSE survey was first administered at WSU in 2000 and continues to be administered biennially. Early results indicated that freshmen were less engaged in their academic and co-curricular activities than their counterparts at peer institutions. As the result of vigorous follow-up actions, four of five benchmark indicators have climbed between 2000 and 2006. Preliminary 2008 results show no significant difference at the freshman level in the five NSSE benchmark areas from land-grant peers, Carnegie Very High Research peers, and AAU aspirational peers. At the senior level, there is a positive difference from all three peer groups in the level of active and collaborative learning ([Exhibit 2-22](#)).

Changes in response to NSSE data have included:

- Creation of the Freshman Focus program, a living-learning community, to provide all incoming freshmen the opportunity to engage in the extensive living-learning community system ([Exhibit 2-23](#))
- More integration of residential and academic experiences through hall programming and out-of-class activities, such as in the Common Reading Program (<http://commonreading.wsu.edu/>)
- New requirement of foreign languages in the Honors curriculum and as a general education option
- Additional supplemental support for first-year courses (e.g., residence hall-based tutoring)

- Greater emphasis on experiential learning (undergraduate research, study abroad, service learning, internships)—now a formal goal of the next strategic plan
- Faculty curriculum improvement grants targeted at first-year courses

NSSE challenges and opportunity: In the 2006 administration of NSSE, the upward trend in “level of academic challenge” correlates with assessment and pedagogical efforts growing out of the FIPSE critical thinking grant, internal curriculum, and assessment grants, and is corroborated by findings in the alumni survey. Declining results at the freshman level in the benchmark areas of student-faculty interactions and active and collaborative learning were counterbalanced by senior data from NSSE and elsewhere indicating that WSU students engaged in key activities such as community service or undergraduate research at significant levels by the time they graduate. The challenge and the opportunity, then, is to extend and systematize opportunities for deep learning at the lower-division level, despite expanding class sizes on the Pullman campus. The preliminary data from the 2008 NSSE indicates that the pilot projects introduced in 2005-07 have begun to impact the student experience. The new strategic plan goal for a “transformative student experience”—together with general education reform in 2008-09—is a window of opportunity for building deep learning experiences into required curricula from the freshman year onward.

SURVEYS OF RECENT ALUMNI—TRENDS OVER TEN YEARS OF ADMINISTRATION

The biennial alumni survey helps to fulfill the requirements of the Washington state legislature and the Higher Education Coordinating Board for a performance evaluation program that assesses, among other things, achievement of student objectives, employ-

ment, and attitudes about the undergraduate experience. The survey also provides evidence for assessing how well the University is meeting its strategic goals.

The trends have generally shown improvement in overall satisfaction, while employment status and rates of jobs held that are closely related to the degree remained constant over the past ten years' survey results. Satisfaction with WSU's contribution to personal growth and growth in skill areas rose significantly, as can be seen in Figure 2-6 ([Exhibit 2-24](#)). This may be related to an increasing proportion of distance degree students in the respondent pool, as well as to improvements made.

Recent Alumni—Class of 2003-04

Survey respondents indicated strong general satisfaction with WSU, as is common in past alumni surveys. Alumni rated their satisfaction highest in WSU's contribution to their growth in the ability to learn independently. There was also strong approval for WSU's ability to help students define and solve problems, work cooperatively in groups, and critically analyze written information. The alumni were less satisfied with WSU's effectiveness in cultivating an understanding and appreciation of the arts. The common areas in which alumni would like to see improvement were career preparation and advising. Regarding advising, most comments showed a desire for better advisor training, while others wished advisors were more in tune with employment opportunities in the field. Alumni who spent time at the regional campuses, though generally pleased with their experiences and grateful for the campuses, wished for greater resources at these facilities ([Exhibit 2-24](#)).

The overall results of the alumni surveys are shared with the central administrative units, the regional campuses, and the colleges. Each college receives a summary of their graduates' responses and open-ended comments. Changes made as a result include the 2008 merger of Career Services

and the Student Advising and Learning Center to better integrate advising and career exploration. Additional information on a new program for advisor training is found in Standard 3.

Alumni—5-10 Years after Graduation

In the spring of 2007, a student affairs research and assessment team, with cooperation from the Social and Economic Sciences Research Center (SESRC), administered a survey to WSU alumni who earned their bachelor's or professional degrees between the fall 1997 and summer 2002 terms. This special administration to a different target population was conducted to gather information from alumni who are farther along in their careers.

General satisfaction levels were very high. Respondents were asked which activities made the biggest positive contribution to their personal growth. Participation in an internship or other work-based learning experience was rated highest, followed by community service either outside of WSU or as part of a WSU course. Fewer respondents indicated they participated in faculty research (beyond being a research subject) or study abroad. Study abroad was given a lot of credit by survey respondents for its positive contribution to their personal growth. While only seven percent of the respondents participated in a study-abroad experience, 70 percent of those who had such an experience and had participated in at least one of the other four activities asked about on the survey cited that study abroad made the biggest positive contribution to their personal growth. Among the respondents who participated in an internship or other work-based learning experience and also at least one of the other four activities, 64 percent believed the internship made the biggest contribution. These results will be shared with the General Education Visioning Committee as it begins work in fall 2008.

Diversity and Assessment

Central benchmarking of graduation rates for underrepresented students has led to multiple changes and ongoing assessments to improve the experience and outcomes for a diverse student body:

- Formation of Equity and Diversity as a vice presidential area (later merged with Student Affairs)
- Completion of the Equity Scorecard ([Exhibit 2-25](#)), which assesses the

Assessment Award: College of Engineering and Architecture

In June 2008, the College of Engineering and Architecture and the Center for Teaching, Learning, and Technology won the best paper award in the Education Research and Methods Division, in Profession Interest Council IV (comprising 12 divisions), and the overall award (among more than 1,400 papers) for innovative direct assessments of professional preparation aligned with ABET standards. Engineering faculty from each of WSU's eight programs collaborated with CTLT to create "curricular debriefs," a discussion-based performance task (with an accompanying rubric adapted from the *WSU Guide to Critical and Integrative Thinking*).

CTLT assessment specialists and faculty within each program reached strong inter-rater reliability in norming sessions. Faculty rated and discussed student performances using the rubric and made recommendations at both course and departmental levels to improve both student learning outcomes and program curricula. Changes in response to this assessment include:

- In computer science, a weakness in teamwork skills was noted. The instructor of one of the required senior courses incorporated additional instruction and practice of these skills.
- In electrical engineering, a weakness in understanding of societal issues related to engineering was noted. The instructors for the capstone design project course incorporated an additional writing assignment in which students must research and address societal issues related to their project.
- Across the programs, the evaluation teams felt that many of the skills were being introduced too late in the curriculum. Consequently, all of the 2007 cases were incorporated in the 2007-08 offerings of Engineering 120, the introductory engineering course that all engineering freshmen take. Further work along these lines is anticipated.

An electronic portfolio concerning the process, including the award-winning paper, is found at <https://teamsite.oue.wsu.edu/progeval/CEA/default.aspx>.

equity of outcomes for different student populations (2006 and ongoing)

- The 2005 Multicultural Retention Summit and Working Group ([Exhibit 2-26](#)), which formulated recommendations to increase student success
- In 2006, Multicultural Student Services (MSS), athletics, SALC-Freshman Seminar, the College Success Foundation, Student Support Services, and the College Assistance Migrant Program (CAMP, a federally funded program designed to support students from migrant and seasonal farmworker backgrounds during their freshman year in college, which provides students with both financial and academic support) convened the Strategic Team Approach to Retention (STAR), identifying specific students at risk of leaving and assigning to specific units responsibility for working with the students to help them succeed.
- Retention Council (2007) discussed above ([Exhibit 2-21](#))
- MSS and the College of Sciences and the College of Engineering and Architecture recently developed a faculty and student team mentoring program for sophomore and new transfer students.
- Creation of the Freshman Focus living-learning community has resulted in lower rates of first-semester academic deficiency for underrepresented students ([Exhibit 2-23](#)).

Improving the Assessment System

At the academic department level, consistently documented "closing of the loop" is becoming pervasive. The self-study process proved valuable in identifying some gaps in the system. One is the omission (with a few notable exceptions) of 100-level/general education courses from department-level descriptions of their assessment of student learning. A second is the integration of assessment data from all campuses into

Figure 2-6
Multi-Year Comparison of Selected Alumni Survey Results

Alumni “very satisfied” or “considerably satisfied” with WSU’s contribution to their growth in academic skills rose significantly between 1995-96 and 2003-04.	1995-1996	2003-2004
Writing effectively	63%	77%
Speaking effectively	53%	74%
Critically analyzing written information	63%	84%
Learning independently	71%	87%
Understanding and applying scientific principles and methods	49%	71%
Understanding and applying quantitative principles	42%	70%
Defining and solving problems	68%	86%

departmental summaries. A third is the challenge presented by the IT infrastructure for assessment methods that draw on databases of student information. The enterprise-level student data computer code is obsolete and cannot be updated, and is spread among multiple incompatible databases. It is also expensive and difficult to access at the department level (e.g., for retention studies of majors). These obstacles will be overcome as the University transitions to a new enterprise system for student data scheduled for summer 2009.

While WSU has a strong track record of improvements made on the basis of educational assessment, there is still opportunity for better coordination across administrative levels and areas, and for better central documentation of decentralized assessment activities. A major step in this regard has been the consolidation of Student Affairs Assessment and Research with Institutional Research, and the new reporting line of this unit to the provost. The creation of the position of vice provost for undergraduate education in 2007, and clarification of all vice-provostial roles and responsibilities in summer 2008, has set the stage for rapid deployment of an assessment database that will shift reporting from e-mailed documents to Web-based forms capable of generating analytical reports. The university e-portfolio created for the self-study process will now become the central clearinghouse for documenting assessments and improve-

ments of student learning. An online matrix survey system to be piloted in fall 2008 will allow departments a more efficient way of reporting both program outcomes and assessment of general education courses from all campuses.

UNDERGRADUATE PROGRAM

Policy 2.1: *General Education*

The overall structure of WSU’s general education requirements embodies the principles of Boyer’s 1998 *Reinventing Undergraduate Education*, and the program received a commendation from NWCCU in 1999. The general education program’s aim is to develop, in collaboration with the major programs, lifelong learners who are methodologically competent in several areas and who understand how information is gathered and organized and how knowledge is constructed in multiple ways. Alumni survey data cited above and summarized in the accompanying chart supports the increasingly successful outcomes of the program ([Exhibit 2-24](#)). Program goals also include assisting students in realizing their individual potentials, thus preparing them for membership in their communities and for citizenship. The program also has seen expansion to the two formerly upper-division campuses that now accept freshmen, Vancouver and Tri-Cities.

All baccalaureate degree-seeking students not enrolled in the Honors College fulfill a common set of general education requirements (GERs) amounting to a minimum of 40 semester credit hours distributed across designated categories (www.catalog.wsu.edu, pp. 54-65). The GE (general education) curriculum is organized in three levels or tiers, from the freshman to the junior or senior level, to accommodate progressively more challenging work. Writing requirements are integrated into the general education curriculum and extend into the major programs as well.

The Honors College offers a closely related general education curriculum that addresses the same learning goals as the general education program. The two programs collaborate closely. For example, versions of courses offered experimentally in the Honors College curriculum can become elective requirements in the general education program. The Honors curriculum has recently been revised ([Exhibit Honors-1](#)), and the two programs are working out a policy to accommodate students who leave honors and graduate under the GE requirements.

The general education program reports centrally to the provost through the vice provost for undergraduate education. Decisions about new courses and policy proposals are vested in the General Education Committee, a committee that reports jointly to the Faculty Senate and provost through the director of general education (<http://generaleducation.wsu.edu/committee>). All new courses approved by the General Education Committee are forwarded to the Catalog Subcommittee of the Academic Affairs Committee; all policy issues flow directly to Academic Affairs and from there to the Faculty Senate. The general education program is reviewed on a five-year cycle by the Faculty Senate. The last review was in 2005 ([Exhibit 2-27](#)).

Vancouver General Education

Beginning in fall 2006 with the initiation of its four-year undergraduate program, WSU Vancouver offered a new general education curriculum, broadly based on the Pullman campus template but custom-designed for the WSU Vancouver campus. While committed to the same goals and outcomes as Pullman general education, the Vancouver curriculum was intended to serve as a test-bed of innovations that could potentially seed the next iteration of GE across the system. Vancouver faculty are committed to making the WSU Vancouver educational experience student-centered, innovative, tied to real-world concerns, and outcomes-driven. Unique features of the WSU Vancouver general education program include:

- **Campus theme**—General education courses are required to, in some way, connect to the campus theme (Global Change in a Local Context) as a way of helping students understand the connections between discipline-based courses and between course work and real-world concerns.
- **Interdisciplinary core** (6 credits)—Science, arts, and humanities are integrated in one course where students receive a “big picture” view of the world, learning how different disciplines relate to each other and to real life.
- **e-Portfolio**—Students create their own electronic portfolio in their first year, adding to it throughout their educational experience. The e-Portfolio provides students with a platform to assess their experience, deepening their learning. It also provides the campus with one method of program assessment.
- **Three one-credit courses** help students adapt to the University, build critical skills, and learn about campus support services (GE101); make connections to faculty and research opportunities (GE303); and connect their learning

to their life after their undergraduate program (GE401).

- **Outcomes-based learning**—Course design is based on the Six Goals of the Baccalaureate.

VANCOUVER GENERAL EDUCATION ADVISORY BOARD (GEAB)

The board is charged with overseeing the general education program at WSU Vancouver ([Exhibit 2-28](#)). Part of this oversight responsibility involves ensuring that courses address the main components of the general education program and embrace the student-centered, learning outcomes approach that is central to it. During the course approval process, the GEAB asks that faculty address the following components in their courses:

- The appropriate University Learning Goal(s)
- A connection to the campus theme
- A link to other courses through a common subject, example, activity, or reading
- Activities which engage students in writing
- Activities which result in artifacts that students can store in their e-portfolios

VANCOUVER GE ASSESSMENT

During fall 2006, the Assessment Committee developed a comprehensive assessment strategy for the evaluation of undergraduate general education at Vancouver. This strategy consists of multiple mechanisms for assessing each of the University Learning Goals (excluding specialty). Assessment strategies include the evaluation of student e-portfolios; standardized examinations; student satisfaction questionnaires and exit surveys; and alumni and employer surveys; resulting in objective and subjective and direct and indirect assessments of student learning.

Two years of assessment results are now available ([Exhibit 2-28](#)). In addition, the assistant vice chancellor of academic affairs and the GEAB provided the Vancouver campus an annual report about the general education program in fall of 2007 that detailed the accomplishments and challenges of the first year and guided the work of GEAB during the 2007-08 year ([Exhibit 2-28](#)).

OTHER CAMPUSES

The WSU Tri-Cities campus began offering a full four-year undergraduate program in fall 2007. It has adopted the template of the WSU Pullman general education program. As an upper division and graduate campus, WSU Spokane offers a small menu of upper division Tier III courses. In the intermediate future, however, the campus is projected to need more basic science courses in support of the health sciences initiative. The extended university campus (distance degree program) offers high-demand general education courses in an online format.

Recent Improvements in General Education

Within a decade-long trend of declining permanent budget levels, the general education program has nonetheless undertaken numerous improvements noted briefly below and detailed in accompanying documents ([Exhibit 2-27](#)). Among the recommendations implemented to date from both the 2005 Faculty Senate review and the Shoenberg report ([Exhibit 2-29](#)):

- The Six Learning Goals have become a central part of new student orientation and new faculty orientation, and are now being incorporated into a syllabus guide (<http://www.writingprogram.wsu.edu/resources>).
- In spring 2007 the General Education Committee revised the catalog description of the program, including each category of requirements, to show how each requirement relates to specific



learning goals. The revised category descriptions provide:

- A clear rationale for the requirement;
 - A brief description of the kinds of work students are expected to perform; and
 - An account of how course work in each category addresses the six learning goals.
- Since fall 2006, instructors in the world civilizations core program have been required to refer to the program learning goals on their syllabi and to design assignments and class activities directly related to them.
 - A proposal to change the intercultural studies requirement to a global awareness requirement has been approved by the General Education Committee and is poised to move to the Faculty Senate ([Exhibit 2-27](#)).
 - The General Education Committee drafted a handbook to guide faculty

practice in proposing general education courses to assist the GE review next academic year.

Other recommendations in the Shoenberg report involve increased funding of the teaching mission of academic programs involved in general education and improvements in pedagogy.

Additional funding for undergraduate education has not been available to reduce class sizes or to provide a “small-enrollment course taught by a tenure-track faculty member” to every first-year student. While the staffing of general education courses remains a major concern because of the large number of teaching assistants and adjuncts assigned to those courses, the University has made the following improvements:

- Significantly increased the amount and quality of TA training (from the Graduate School, Teaching Academy, CTLT, and departments)
- Opened a new Graduate and Professional Writing Center
- Asserted the importance of faculty engagement in general education teaching as a priority through the Academic Affairs Program Prioritization process (A2P2)
- Increased the number of faculty workshops to encourage instructors to adopt active learning strategies, to assign writing productively, to elicit critical thinking, and to adopt generally recognized “best practices”
- Together with the writing program, developed and offered workshops that promote alignment in course goals, assignments, assessment practices, and pedagogical delivery ([Exhibit 2-30](#))

The University has attempted to foster a friendly, personal, and stimulating learning environment for entering students, and to create multiple points of student affiliation with WSU. The main strategy has been to enroll as many first-year students as pos-

sible in linked-course learning communities and, in cooperation with Residence Life and Student Affairs, to create as many living-learning communities as possible in the residence halls. Such arrangements provide ways of increasing student-to-student and faculty-to-student contacts while improving the overall learning environment.

FRESHMAN FOCUS LEARNING COMMUNITIES

In only its third year, Freshman Focus achieved national recognition in the *U.S. News and World Report* list of “Academic Programs to Look For” in the category of learning communities. This residential learning community program on the Pullman campus provides 75 percent of WSU Pullman freshmen with increased opportunities to engage with their peers and faculty on academic topics. Encouraging these interactions is a priority for WSU in the wake of disappointing freshman engagement results in the 2004 and 2006 NSSE data.

Students are co-enrolled in cohorts of 25 in two general education courses and a common residence hall. The linked-course faculty are encouraged to collaborate on assignments and informal activities for students. A librarian and residence hall staff member are assigned to each team to provide additional support in meeting academic expectations.

Assessed program outcomes have been encouraging. Students in the program have had higher GPAs and rates of retention, and lower academic deficiency rates, than their peers not in the program ([Exhibit 2-23](#)). The lower rates of deficiency have been especially striking for students from under-represented populations. Other assessments ([Exhibit 2-31](#)) indicate high student satisfaction with the program. In the 2007 EBI, 63 percent of students indicated that having classes with floor mates helped connect them to the University, and 88 percent would recommend the program to incoming freshmen.

Initial successes have been achieved with minimal budget and staffing, and largely through the voluntary commitment of faculty and staff. Sustainability of this and other recent efforts will be a key consideration of the general education visioning process in 2008-09.

REGIONAL CAMPUSES

At Vancouver, the entire freshman class participates in a learning community through cohort enrollment in the six-credit core interdisciplinary course. A common reading program with multiple campus activities is coordinated with this core course to enhance transition into the University. At Tri-Cities, students participate in a common orientation program and are offered a first-year seminar.

FACULTY DEVELOPMENT IN GENERAL EDUCATION

The second prong of promoting excellence in undergraduate education has been in the area of faculty development among those teaching introductory level general education courses. Through workshops that promote the Six Learning Goals of the Baccalaureate, the integration of knowledge across fields, and best practices in teaching and learning, faculty are more aware of the wider context of students’ first-year experiences outside of their own classroom, and of how that array of experiences can complement their own learning goals. Many faculty also report that being part of a faculty learning community has been one of the biggest benefits to them. A core “rater’s group” meets regularly to assess both student work for critical thinking and group members’ own assignments for how well they elicit high-level demonstrations of critical thinking ([Exhibit 2-27](#)).

Writing in the disciplines workshops for faculty and graduate students have included topics such as ways of discouraging plagiarism, working with multilingual writers, implementing the Six Learning Goals in

individual courses, developing sound writing assignments, responding effectively to student writing, and aligning classroom practice and assignments with program goals. In addition, the writing program is using results from the WSU Writing Portfolio to examine practices in Tier II and Tier III general education courses in order to improve the quality of assignments and student writing from those courses.

CHALLENGES AND NEXT STEPS

Since the general education program was conceptualized and implemented in the early 1990s, major institutional changes have necessitated a thorough reexamination of the program's goals and structure. The changes include growth in student enrollments in professional degrees with highly prescriptive curricula; large numbers of transfer students entering the GE curriculum at mid-point or later; declining program budgets for the GE program and provider colleges such as sciences and liberal arts; a degree audit system whose GE category designators have complicated advising; and a growing proportion of faculty educated outside the American system of higher education and therefore unfamiliar with the concept of a broad liberal education as a necessary component of higher education.

The Academic Affairs Program Prioritization recommended fundamental reexamination of the program. Therefore, in fall 2008 the provost will appoint a General Education Visioning Committee to create a vision and plan for general education in concert with the new strategic plan. The committee will be challenged to conceptualize a program that preserves the strengths of the current program while articulating a coherent rationale and set of goals across all campuses for a new generation of faculty and students. The charge to the committee and other documents are available at <https://teamsite.oue.wsu.edu/progeval/GenEdVis/default.aspx>.

Assessment of General Education and Baccalaureate Goals

The NWCCU 1999 Evaluation Report commended WSU for its general education and writing program assessment. Since that time, general education assessment has expanded and become more nuanced. Vancouver has crafted a multidimensional assessment for its new four-year curriculum ([Exhibit 2-28](#)) and has already made improvements to its general education program in response to findings.

While the GE program has consistently reported its assessments of the core world civilizations course ([Exhibit 2-27](#)), collecting and displaying university-wide authentic evidence regarding students' attainment of the newer Learning Goals of the Baccalaureate is a work in progress. The goal is to develop faculty-driven and controlled but transparent methods of demonstrating student learning to internal and external stakeholders using direct evidence from student work. Ideally, this will be done in such a way as to allow comparison across institutions.

The model of assessment that has been evolving from grassroots work at the department level using WSU's rubric for critical and integrative thinking integrates assessment of one or more goals of the baccalaureate. For example, evaluation of senior papers or projects can assess information literacy, communication, quantitative reasoning, and other goals. The rubric's common scale (a "4" represents baccalaureate-level proficiency) enables a certain level of comparability across departments, or across institutions. Preliminary results from inter-institutional pilots with the University of Idaho (food science core curriculum) are very promising and will be reported in spring 2009.

WRITING

WSU implemented the freshman-level writing placement exam and the junior-level

writing portfolio in response to state assessment mandates and to employers' concerns about graduates' writing. The first large public university to implement portfolio-based assessment of writing, WSU and its award-winning writing program have continued to develop entry and mid-career assessments of student writing. Data compiled in the biennial writing portfolio reports document WSU students' achievements in writing. Ninety percent of undergraduates proceeding into upper-division work demonstrate competent writing abilities (or better) as defined by WSU faculty. The biennial report also details the participation of WSU faculty in this university-wide assessment. To date, every department on campus has submitted papers in the WSU Writing Portfolio, with nearly 19,000

course papers approved by individual faculty members for submission in the WSU Writing Portfolio in this biennial reporting period. In addition, papers have been submitted from more than 3,200 different courses in the previous reporting period—representing the many classes at WSU and transfer institutions which assign writing across the disciplines. A student's choice to submit writing from a course validates the writing done within that context as important and valuable. The 2005-07 biennial report is available at <http://www.writingprogram.wsu.edu/newsevents/102907.html>.

Writing Placement

Ten-year trend data in the freshman writing placement exam reflects a decrease in the

Figure 2-7
WSU Writing Placement Exam Attendance and Trends

Year	Total Number of Exams	% Placed Into English 101	% Placed Into English 101+102	% Placed Into Other*
1999	2493	65%	27%	8%
2000	2474	66%	26%	8%
2001	2558	76%	17%	7%
2002	2661	73%	18%	9%
2003	2821	73%	21%	6%
2004	2889	74%	20%	6%
2005	2626	78%	15%	7%
2006	2639	72%	17%	11%
2007	3157	74%	16%	10%

**"Other" includes exemption from the freshman writing requirement, as well as placement into basic writing or writing for multilingual students.*

Figure 2-8
Percentage of Students Completing Writing Portfolio By Credit Hours

Biennium	1993-95	1995-97	1997-99	1999-01	2001-03	2003-05	2005- 07
No. Students	2,501	4,264	6,201	7938	7,622	8,119	9,013
Cumulative Credit Hours							
60 or less	15.5%	4.4%	3.9%	4.2%	8.1%	9.3%	8.2%
61-75	37.6%	17.0%	12.6%	15.2%	24.8%	27.7%	29.1%
76-90	23.4%	25.3%	19.0%	23.8%	32.8%	35.9%	36.3%
91-105	10.9%	22.5%	21.2%	19.5%	15.5%	12.6%	12.1%
106 or more	5.0%	24.4%	38.1%	31.6%	17.4%	14.0%	14.1%
Unreported	7.6%	6.4%	5.2%	5.7%	1.4%	0.5%	1.0%

percentage of students who require supplemental structured writing assistance (the English 102 tutorial). The trend generally maps to the increasing academic preparation of incoming students (Figure 2-7).

Beginning in 2006 (Vancouver) and 2007 (Tri-Cities), freshmen from the regional campuses now take the placement exam. Future analyses will determine whether there are significant differences in placement by campus.

In response to assessment data emerging from the Honors College regarding AP credit and writing skills, the Writing Assessment Office was asked to develop a diagnostic exam for honors students entering its new required course, English 298, Honors Research and Writing. Results from the first two administrations indicate that 10 to 20 percent of incoming honors students need structured assistance with writing.

Junior Writing Portfolio

The WSU Writing Portfolio is a mid-career diagnostic exam intended to assess students' writing before entering upper-division writing in the major courses. In the 1999 evaluation report, concern was expressed regarding students' compliance with the writing portfolio requirement. The data in Figure 2-8 indicate that students had a serious problem with timely compliance of the writing portfolio in the early implementation stages, but now students are completing the requirements within an optimal timeframe in the undergraduate curriculum.

This compliance is the result of aggressive steps taken by the writing assessment program to ensure that students complete the requirement within the intended time frame. Appropriate modifications of the system are made for transfer students. Now students complete the writing portfolio before enrolling in their writing-in-the-major courses.

Transfer Students and Multilingual Writers

The previous accreditation report also indicated concern about the performance of transfer students and multilingual writers on the WSU Writing Portfolio. Approximately 60 percent of students who submit the WSU Writing Portfolio self-report some kind of transfer credit into WSU. If English is their first language, these students perform similarly to first-time freshmen whose first language is also English. Both groups received a "Needs Work" rating at 7 to 10 percent levels between 1999 and 2007.

Multilingual writers received more "Needs Work" ratings, whether they entered as first-time freshmen (25-28 percent) or transfer students (33-35 percent) ([Exhibit 2-32](#)). In response, the English department and the Writing Center modified courses and curricula to provide more targeted support for these writers. A 2006 study looked further into the high percentages of multilingual writers who earn Needs Work ratings. In particular, this project examined the transcripts of 150 WSU students to find out what happened to these multilingual writers once they completed their freshman- and junior-level writing assessments. This study found that multilingual writers:

1. Enroll in writing-in-the-major courses with higher percentages of Needs Work ratings;
2. Take advantage of the extra course work, and earn higher grades in their writing-in-the-major courses than their English-speaking counterparts;
3. Tend to take more than the two required M-courses; and
4. Finish their degrees in a more timely fashion.

The study concluded that while multilingual writers earn higher percentages of Needs Work ratings, the curricular process seems to support them in the final two years of their study.

Writing in the Major

The All-University Writing Committee (AUWC) conducts regular course reviews of all new as well as all pre-existing writing in the major courses (M-courses). On a five-year cycle, syllabi are reviewed for evidence of best practice according to current scholarship in teaching and learning, and faculty are complimented for course details that reflect best practice. Recently, to signal the importance of ongoing reviews, the AUWC created a new award to recognize the best course in the review cycle. The review process encourages departments to keep class size lower in M courses. The AUWC provides feedback for course improvement if submitted syllabi do not meet Faculty Senate approved M-course criteria. The AUWC continues to work with the department until criteria are satisfied, and the review is not closed until the improvements are documented. A database of M-course syllabi, developed in 2008, allows best practices to be tagged and made searchable by faculty wishing to see examples to emulate.

CRITICAL THINKING

The 2001-04 FIPSE critical thinking grant contributed significantly to the faculty's capacity to assess critical thinking at both the course and departmental levels. Co-directed by general education, the writing program, and the Center for Teaching, Learning, and Technology, the grant built upon years of prior joint development of a rubric to assess critical thinking. As a result of this initiative, 155 different courses adopted the critical thinking rubric. Of those, 47 were general education courses, including the two world civilizations core courses. Of the approximately 400 faculty involved in the project who adopted the rubric, more than 200 teach general education courses. The success of the initiative has led to the diffusion of criterion-referenced assessments of student learning. The common initial finding, that students fall short of baccalaureate-level proficiency

as defined by faculty in a given discipline, typically leads to several cycles of adjusting assignments, curricula, and pedagogies to better elicit higher levels of critical thinking performance.

INFORMATION LITERACY

The Information Literacy Education (ILE) project (<https://ntserver1.wsulibs.wsu.edu/ile/default.aspx>) provides opportunities for course faculty and librarians to collaborate on a research assignment incorporating information literacy instruction that is delivered online. Research assignments are phased, targeting each area of information literacy and providing instruction and assessment of student learning as well as opportunities for leaving feedback at several stages of student work. As the result of its assessments of student learning, the horticulture program worked with the

Bi-state Food Science Program

The joint WSU and University of Idaho program to assess student learning in food science has been ongoing since 2003, initiated in response to program-specific accrediting needs. Faculty participants in collaboration with WSU's Center for Teaching, Learning and Technology assessed student work that represented lower-, upper-, and graduate-level courses. The assessment instrument was an adaptation of the WSU Guide to Critical and Integrative Thinking. The assessment was monitored for reliability and calibrated to entry-level professional competency in food science. The criteria and assessment process have been reviewed by program-specific accreditors (International Food Technologists and USDA).

Faculty were concerned that initially the mean performance of all levels was below professional competency. Several modifications in assignment design have since helped to improve results. Faculty have continued to refine and align course assignments with goals, share criteria more overtly with students, and modify the assessment strategy for sustainability and alignment with WSU's Six Learning Goals of the Baccalaureate.

The USDA accreditation external review team reported that the WSU/UI joint program faculty "has critically examined the course and program outcomes. This model has been praised by the Committee on Higher Education of IFT as the model for other departments to follow. Furthermore, the faculty is committed to making any changes necessary for continuous improvement in their curriculum."

Library Instruction Boosts Retention

Based on ongoing program assessments, the Freshman Seminar program, which enrolls about 500 students per year, recently was restructured to increase both faculty and librarian involvement. Following this change, retention of the at-risk subset of Freshman Seminar students at the University increased dramatically, from 59 percent to 80 percent (Exhibit 2-34).

instructional librarians to teach information literacy skills more systematically in the 100-level curriculum (Exhibit 2-33). Following assessments of the Freshman Focus program, additional library tours were added specifically for freshmen and a resource site developed for program faculty (<http://www.wsulibs.wsu.edu/rssapp/rssviewer.aspx?Story=939>).

QUANTITATIVE AND SYMBOLIC REASONING

The math placement exam provides evidence of entering quantitative skill levels. An appropriate placement test score, SAT or ACT score, or an intermediate algebra course at a community college is the minimum requirement for enrollment in any WSU math course. During the past eight years, WSU students have been performing better on the math placement exam (Exhibit 2-35), with a higher percentage earning scores indicating a readiness for college-level math. This trend is expected to continue.

Students without the appropriate credentials must complete the prerequisite course elsewhere. In 2004, WSU stopped offering pre-college (remedial) math courses. Instead, remedial math instruction is provided by the Institute for Extended Learning, operated by the Community Colleges of Spokane, on the Pullman campus. WSU does not grant credit toward graduation for these courses. Students may also opt to complete the prerequisite math course online or at another community college or university during the summer.

Mid-level and exit proficiencies can be gauged by performance in GE math courses

and by assessments of quantitative reasoning in the major. All undergraduates must pass a designated math course as part of the general education requirements. Like other institutions, WSU faces challenges in assisting students to complete pre-calculus and calculus courses on the first attempt. The University conducted studies in 2001 and 2006 that documented the problems students encounter with pre-calculus, calculus for life sciences, and calculus courses. WSU students have had difficulty with these courses evidenced by high “D,” withdrawal, and failure rates as well as high incidence of course re-takes.

Actions taken include:

- Providing more help with introductory courses. A tutor-assisted study hall is staffed five evenings and four afternoons a week. Tutoring was added in the middle of the day in response to student needs.
- Reducing class size. The provost allocated funds to limit GE math class size to 50.
- Reviewing the math general education curriculum: Many obsolete courses were removed, several course titles changed to more accurately reflect course content, and prerequisites were adjusted.
- Increasing TA training. A unified one-two credit course for Math TAs is being implemented.

Next steps: The course coordinators for the lower-division courses met during the 2006-07 academic year and intensively over the summer of 2007 to identify the key concepts and align the various course sequences; develop a comprehensive assessment plan designed to guide the ongoing improvement of teaching and learning effectiveness in the lower-division courses; and write a guide for course coordinators to assist in the supervision and mentoring associated with the

teaching mission of the department. Comprehensive study of the effectiveness of different teaching styles and classroom environments in Math 107 (pre-calculus course) is in progress and will be used to modify the course structure, TA training, and expectations.

SELF AND SOCIETY

Apart from assessments embedded in departments, university-wide information on outcomes in this domain has been developed by the Center for Civic Engagement and by International Programs, both of which have worked with the Center for Teaching, Learning, and Technology to develop rubrics for assessing student learning in these high-impact activities ([Exhibit 2-36](#)). Development of additional assessments in this domain will depend on the outcomes of the general education reform in the context of the strategic plan, which calls for increased opportunities for transformational or deep-learning experiences.

SPECIALIZED STUDY IN A DISCIPLINE

See departmental data.

NEXT STEPS

During 2008-09 the writing assessment office will undertake a joint research project with the National Survey of Student Engagement using WSU's junior writing portfolio to cross-validate senior-level outcomes related to writing. Findings will be used to refine the writing assessments at WSU and, potentially, NSSE constructs.

After piloting an online assessment data-gathering system in fall 2008, the process will be refined and adapted to collect specific information about departments' assessment of lower-division general education courses in spring 2009. The Center for Teaching, Learning, and Technology will continue to support departments' efforts to integrate the assessment of multiple goals of

the baccalaureate using rubric-based assessment of student work and faculty committees to norm, rate, and make changes. The e-portfolio project will continue to develop as a site to display the evidence from these processes.

GRADUATE EDUCATION

WSU is committed to advancing the highest quality of graduate education and ensuring that all graduate students—regardless of race, ethnicity, gender, physical ability, or other personal characteristics—are afforded the opportunity to achieve their full potential. As one of 95 public and private doctoral/research institutions nationwide ranked as “very high” research activity institutions by the Carnegie Classification system, WSU's graduate education at both the master's and doctoral level is directly related to the University's ability to achieve its mission.

The Graduate School is responsible for promoting and supporting excellent graduate education at WSU. Graduate School personnel work in partnership with the faculty, program and department chairs, college deans, regional campus chancellors, graduate students (particularly through the Graduate and Professional Student Association) (GPSA), and the Graduate Studies Committee (GSC) to promote and further graduate education at WSU. The Graduate School is responsible for development of academic policies and procedures; assistance with the preparation of new graduate degree options and programs; enrollment management at the graduate level; admission of graduate students; the monitoring of graduate students' progress toward degrees; accepting and approving theses and dissertations and certifying the successful completion of graduation requirements; certifying eligibility of graduate students to hold teaching and research assistantships; coordinating university-wide graduate recruitment efforts; advocating and promoting a nurturing climate for graduate education,

including the sound mentoring of graduate students; coordinating university-wide graduate student orientation and TA training; and facilitating the Preparing the Future Professoriate Program and the Summer Doctoral Fellows Program (Exhibit 2-37).

WSU's graduate degree programs include both research-oriented graduate programs and professional graduate programs. The doctor of veterinary medicine (D.V.M.) and doctor of pharmacy (Pharm.D.) degrees are also offered, but are considered professional degrees and are not administered by the Graduate School. Graduate degree programs are offered in 10 colleges on the Pullman campus and at regional campuses in Spokane, Tri-Cities, and Vancouver. Seventeen graduate degrees are offered (see chart in Vol. 2) in 75 major fields of study (45 doctoral and 71 master's degree programs). In the 2006-07 academic year, 179 doctoral, 703 master's, and 202 professional degrees were awarded (Exhibit 2-38).

Key features of graduate and professional enrollment at the University in fall 2006 are summarized in Figure 2-9.

Figure 2-9
Fall 2006 Graduate and Professional Student Enrollment

Fall 2006 Student Enrollment	Graduate Students	Professional Students
Students Enrolled	3,320	781
Full-time	60%	99%
Female	52%	69%
International	18%	0%
American Indian/Alaska Native	1%	1%
Asian; Native Hawaiian; or Pacific Islander	3%	9.3%
African American	2%	1%
Latino/a	5%	2%
White	73%	73%
Unreported	16%	13%

New Directions for Graduate Education from Assessment

In 2005, then-president V. Lane Rawlins and then-provost Robert Bates appointed the first university-wide Graduate Education Commission (GEC). The commission was charged with articulating a new identity for graduate education at WSU and proposing the means to achieve this identity (Exhibit 2-39).

In conjunction with this internal review process, the dean of the Graduate School contracted with the Yardley Research Group to conduct an external strategic assessment of a selection of the University's doctoral programs. The Yardley Group was asked to define the competitiveness of each participating program in relation to a cohort of institutions; identify steps to increase program competitiveness; define each program's actual peers based on current levels of research, publication, and degree productivity; propose long-term strategic priorities for the Graduate School and other entities on campus that strengthen, realign for development purposes, or otherwise improve the long-term prospects for doctoral study and research at WSU; and identify the capacity for doctoral enrollment of each participating doctoral program (Exhibit 2-40). The outcomes and recommendations from these two assessments are the framework on which the Graduate School has developed a number of initiatives to redefine, expand, and enhance graduate education.

Graduate Program Review and Curriculum Development

PROGRAM REVIEW AND ASSESSMENT

After the 1999 NWCCU Evaluation Committee Report, graduate program review was combined with undergraduate program review. Oversight of the review process became the responsibility of the Faculty Senate with oversight from the Office of the Provost (Exhibit 2-12).

In 2006, the Graduate Education Commission recommended that the Graduate School be charged with the job of evaluating programs using both internal and external tools. “We also propose that improved, more efficient analytical tools be developed by the Graduate School to assess graduate programs,” wrote the GEC members in their report.

In response to the GEC recommendation, the Graduate School sought out and reviewed national graduate education best practices for program review and developed a new review and assessment process which aligns WSU with these practices. This process will systematically apply the principles of external program review as a means to identify program quality from a disciplinary perspective coupled with ongoing internal assessment of programs as a means to identify programs in need of attention. This new process not only addresses the ways in which WSU graduate programs meet both scholarly needs and the needs of society, it encourages programs to thoughtfully and systematically self-evaluate as an important means to enhance student learning and achievement, faculty success, and institutional impact. In order to assess progress towards the latter goal, program faculty developed learning outcomes assessment plans which are currently under review. At this writing, graduate program assessment and review is being reassessed by the new provost. Final documents will be provided to the accreditation team as an addendum.

Good assessments require good data. To this end, an outside assessment of graduate data collection and analysis, sanctioned by the vice president for research and dean of the Graduate School, showed graduate data currently available to programs and central administration was inadequate and perceived as inaccurate. To address these issues, the director of graduate planning and assessment has begun work with Graduate School and central Information Technology Services staff to increase the quantity and

quality of available data and to develop a graduate data collection and analysis system that will substantially increase the ability to assess student outcomes and program quality indicators ([Exhibit 2-41](#)).

GRADUATE CURRICULUM DEVELOPMENT

Graduate curriculum proposals are reviewed by the graduate program’s faculty, the Graduate Studies Committee, and the Faculty Senate Curriculum Committee. All curricular proposals for graduate degrees must demonstrate that adequate resources and advising are available for students to attain the advanced knowledge and training expected for the level of the degree program.

The curriculum review process systematically assesses program quality by reviewing new and revised course offerings proposed by faculty to ensure graduate academic standards are maintained, as well as assessing the adequacy of resources such as faculty, equipment, space, support services, library facilities, and student support. In developing interdepartmental and intercollege programs of study, the interested faculties or their representatives meet to determine the courses that are to comprise the total program and the faculty member who is to administrate the program. The Higher Education Coordinating Board has ultimate authority for approving new graduate programs. See [Figure 2-2](#) for specifics about the approval processes for new programs.

GRADUATE FACULTY AND RELATED RESOURCES

Faculty

All tenured and tenure-track faculty are eligible to serve as committee members and to work with and train graduate students if they meet the qualifications set forth by the faculty of the various programs, departments, and colleges. These criteria emphasize independent scholarship, research, and classroom and experiential learning.

Faculty of the various programs, departments, and colleges make decisions on qualifications needed to serve as a chair of a graduate committee. Minimum expectations include:

- Evidence of past and continuing scholarly or creative work within the past five years.
- Evidence of substantial involvement in graduate education within the past five years, e.g., by directing graduate student research and/or graduate teaching. New faculty members without previous involvement in graduate student advising can satisfy this requirement by having a named mentor. The role of the mentor is to help the new faculty member advise and direct graduate students.
- The faculty member must possess an advanced degree appropriate to the unit.

FACILITIES AND RESOURCES

Most departments and colleges provide computer facilities and other information technology services to graduate students. In addition, the GPSA provides funding for a central graduate student study center with computers, printers, and access to online information resources.

WSU provides state-of-the-art equipment for the conduct of research in the research centers and academic departments. Since the 1999 NWCCU Evaluation Committee Report, the University has developed a number of research cores which are sustained through fees charged for use. This process has allowed for the expansion of these cores while allowing for their autonomy when purchasing new equipment or upgrading facilities. This process has allowed the University to build an enhanced infrastructure that is more responsive to the needs of research faculty, graduate, and undergraduate students alike ([Exhibit 2-42](#)).

In 1992, the Faculty Senate approved a set of assumptions to apply specifically to

graduate education throughout the multi-campus system. The actual application of these assumptions reflects the diversity of the programs, locations, and students throughout the multi-campus system. The assumptions are applied within the framework of policies and procedures of the University as a whole and of the pertinent HECB policies ([Exhibit 2-43](#)).

Recruitment and Retention

RECRUITMENT

A central theme throughout the assessment results was a need for the University to significantly enhance its efforts to attract and retain the brightest graduate students and to develop new and augment existing revenue streams to support significant growth of graduate education and interdisciplinary programs. To achieve these goals, the Graduate School hired a new associate dean dedicated to enrollment management activities. It also invested in and implemented a new client relations management system, Talisma, which provides communication with students from initial contact through their educational career and beyond. An electronic file management system was added to allow easy access to documents by faculty and admissions committees, graduate program staff, and Graduate School staff, substantially decreasing the burden and response time for prospective students. Efforts to strengthen graduate recruitment and retention included increasing communications between the Graduate School and academic units and their faculty; sharing of data and information; linking the Graduate School Web site with the Web pages of schools and departments; improvements in technology; and actively involving faculty in recruiting and admissions processes ([Exhibits 2-43 and 2-44](#)).

DIVERSITY

Additionally, the Graduate School seeks to increase the number of inquiries and appli-

cations from underrepresented students to graduate programs throughout the University by participating in The National Name Exchange (a minority student locator consortium); the McNair National Senior Directory; Project 1000; the National Physical Science Consortium; and the Institute for Recruitment of Teachers. Participating students are contacted directly by e-mail using the school's Talisma client-management system. Follow-up with those expressing interest in WSU includes waiving application fees for qualified students when necessary. In addition, a new full time minority graduate recruiter has been hired to extend outreach and increase visibility to underserved communities. Activities such as the Graduate School's visitation program, which brings McNair Scholars and other students underrepresented in graduate education to campus for visits, are fundamental to increasing the diversity of the student body.

RETENTION

In addition to increasing the number and diversity of graduate applicants, the Graduate School also recognizes outstanding graduate student achievement with numerous awards and honors. The awards provide both an important recruiting tool and funding needed for their research. WSU also recognizes that in order to stay competitive, graduate student stipends must be enhanced. The vice president for research and dean of the Graduate School is working closely with WSU President Elson S. Floyd to find new funding resources through a number of initiatives. The Graduate School has initiated two financial incentive programs to increase graduate enrollment, especially at the doctoral level. These programs reward departments for innovative practices that increase the quality and the number of doctoral students and the amount of grant monies that support graduate research assistants.

Interdisciplinary Graduate Programs

As noted in the 1999 NWCCU Evaluation Committee report, WSU enjoys considerable momentum in interdisciplinary efforts. The Graduate School strongly believes that a clear commitment by the University to the principle of multi- and interdisciplinary training and an ability to clearly articulate this commitment during the recruiting process will enhance the ability to attract the best graduate students. In spring 2007 a part-time associate dean was hired to lead an interdisciplinary task force to explore the challenges of current interdisciplinary programs as well as to explore the feasibility of future interdisciplinary doctoral programs ([Exhibit 2-45](#)).

Currently, there are three interdisciplinary, doctoral degree-granting programs at WSU with active graduate faculty from more than one college and that are not administered through a single department, school, or college: American studies; materials science and engineering; and molecular plant sciences. There are also four doctoral degree-granting programs that consider themselves interdisciplinary but are still administered through a single department, school, or college: interdisciplinary design (Spokane), molecular biosciences, neuroscience, and pharmacology/toxicology. Additionally, WSU has two interdisciplinary programs that enhance or complement traditional disciplinary doctoral degree programs: a certificate program in biotechnology, and an Integrative Graduate Education and Research Traineeship (IGERT) program in evolutionary modeling.

INDIVIDUAL INTERDISCIPLINARY PROGRAM

The Graduate School also supports and is responsible for the administration of the Individual Interdisciplinary Doctoral Degree Program. This program provides graduate students the opportunity to prepare a program of study leading to the doctor of philosophy which integrates the interdisci-

plinary studies of three established degree-granting units. This unique opportunity is for exceptional students seeking a wide breadth and depth of knowledge not available within one particular discipline. Each student works with an advisor and at least four additional members of the WSU faculty from at least three separate academic units. Successful graduates of the Individual Interdisciplinary Doctoral Program must pass preliminary and oral examinations based on the course work taken in all areas of the program of study and successfully complete their research and dissertation.

Professional Development Opportunities

The Graduate School works as a catalyst to institute new policies related to professional preparation and expand professional devel-

opment resources for students. The Graduate School has worked with other university offices to establish a Graduate and Professional Center for Writing primarily to assist non-native speakers of English, bilingual students, and students who need additional help in developing the writing skills they will need for success as graduate students. The Graduate School also partners with the President's Teaching Academy to offer teaching assistant workshops and best practices resources for graduate students who receive teaching assistantships. The Graduate School, in collaboration with the GPSA, also provides graduate students with travel grants and registration fee awards to help students attend professional meetings to present their research or other creative projects and offers a competitive Professional Development Grant Program which encourages graduate students to submit proposals for grants to support specific professional development activities that will occur on campus and that will have a broad appeal to graduate students ([Exhibit 2-46](#)).

INTERNSHIPS

The Graduate School recognizes that internship experiences, which are available in a variety of businesses, government agencies, and private organizations, can enhance students' future employment opportunities and potential network of professionals in their career field. Students work with their faculty advisor to identify potential internship opportunities that fit within their program of study. Students who wish to continue participating in WSU's student health insurance plan and access WSU libraries and other resources enroll for a minimum of two graduate credits during their internship.

RESPONSIBLE CONDUCT OF RESEARCH

Academic research is conducted in a social context, and human values enter into the process at many levels. To maintain confidence and trust in this enterprise, research-

Professional Development for Future Drivers of the Global Marketplace

Graduate students are heavily involved in WSU's contribution to the knowledge economy—as current participants and future drivers of the global marketplace—through a variety of professional development opportunities.

Achievement Rewards for College Scientists (ARCS)—

ARCS fellowships provide funding for hundreds of graduate students of exceptional caliber in more than 30 academic departments and interdisciplinary programs, allowing students to conduct cutting-edge research in the sciences.

Gendering Research Across the Campuses (GRACe)—

The GRACe Graduate Scholar Award is an initiative to establish a recruiting incentive for an outstanding applicant to a WSU Ph.D. graduate program whose research centers on gender.

Integrative Graduate Education and Research Training (IGERT) Grant Seminar—The program is designed to educate U.S. Ph.D. scientists and engineers who will pursue careers in research and education with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become creative leaders.

Graduate Student Internships—Internships are available and plentiful within the WSU system. In the past year, the Graduate School has added openings (fully paid including housing and health insurance) in a remarkable biotechnology company: Gilead Pharmaceuticals. In developing nations, Gilead is one of the leading suppliers of anti-HIV drugs “at cost.” The company is also developing new approaches to the treatment of cystic fibrosis.

ers must aggressively protect the empirical objectivity of research, the unbiased reporting of results, and the open sharing of that information for the good of society. The Graduate School and the Office of Research collaborate to offer an online training program on responsible conduct of research which is required of all graduate students prior to beginning the second semester of enrollment and an online human subjects training program that is required of graduate students prior to the initiation of any research involving humans.

In an effort to educate and support graduate students in the responsible conduct of research, the Graduate School established a responsible research newsletter. This newsletter, which is published each semester, provides information, advice, and resources to graduate students about a variety of topics related to research integrity ([Exhibit 2-47](#)).

CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

In the strategic planning process, WSU has rededicated itself to its role as a state-wide, land-grant institution with a strong commitment to community engagement. Whether through distance education, international research and development, extension, study abroad, or community involvement, the University offers a wealth of extended and special learning activities and opportunities.

Center for Distance and Professional Education

The Center for Distance and Professional Education (CDPE) is responsible for most distance-delivered degree programs, certificates, and courses, as well as for most continuing education and professional development courses and programs. WSU was one of the first American universities to offer a degree at a distance. From that time forward, the CDPE has enjoyed a national reputation for innovation and effectiveness.

In the decade since the last regional accreditation, the unit has been renamed from the previous Extended University Services; increased the number of degree completion programs offered online from four to nine; enhanced internal and external visibility; eliminated flexible enrollment student courses which caused budgetary confusion; reorganized the unit's structure; and expanded its mission.

Policy 2.6: Distance Delivery of Courses, Certificate, and Degree Programs

The CDPE's online programs and support services enjoy a national reputation for innovation and excellence and the center's personnel are recognized for their expertise and leadership in the field. The programs meet the provisions of Policy 2.6 on distance delivery of courses and programs.

ORGANIZATIONAL STRUCTURE

The CDPE dean reports to the provost and participates in university administrative meetings with the college deans ([Exhibit 2-48](#)). The CDPE's Office of Administrative Services provides financial, personnel, and other administrative services for all DDP and Professional Education programs. The CDPE marketing and recruiting group provides marketing services to all CDPE programs (credit and noncredit) and recruiting for credit programs. The instructional development and technology group provides instructional design services for all CDPE online programs and technology support for all center staff.

Within CDPE, Distance Degree Programs (DDP) provides administrative support services for the development and delivery of online credit programs and operational support for online noncredit programs (www.distance.wsu.edu).

Professional Education (PE) creates and supports noncredit educational programs for professional audiences, some in face-

to-face formats in locations statewide and some delivered online. With one office in Puyallup and another on the Pullman campus, this unit also provides conferencing services for WSU academic units and for professional groups with WSU ties (<http://professionaleducation.wsu.edu>).

PROGRAM APPROVAL, ADMISSIONS, AND CREDIT POLICIES

New programs offered for credit outside WSU's campuses are approved by the Faculty Senate, the Washington State Higher Education Coordinating Board, and the WSU Board of Regents, following an established procedure (http://facsen.wsu.edu/proposals/New_Program_Review_Process.doc).

Only courses listed in the WSU Catalog and approved through departmental and Faculty Senate processes are offered for academic credit through DDP. Although they may be offered in different formats, they have the same learning outcomes and similar learning and assessment activities to those courses offered on campus (http://online.wsu.edu/faculty_staff/fs_development_process.aspx).

Admission, transfer of credit, and graduation requirements are the same for all students. WSU does not offer credit for prior experiential learning.

TUITION POLICIES

Tuition for students enrolled in online courses through DDP who are residents of Washington is identical to that for students who take courses on a WSU campus. Tuition for nonresidents is 1.5 times that of Washington residents. The tuition for most courses offered on a face-to-face basis at an off-campus location is the same as that for a course offered on a WSU campus; a few classes are offered for a slightly lower fee, and that charge is approved by the university budget office. Most courses are offered on a state-funded, FTE-generating basis. Stu-

dents enrolled through DDP are not charged fees that do not accrue value to them (e.g., Student Recreation Center). The refund policy for students taking courses online or outside a WSU campus is identical to that for students taking courses on a campus.

TECHNOLOGY AND LIBRARY RESOURCES

Aging technology that affects other central university functions has not been a serious issue for CDPE. The learning technologies of Blackboard, collaborative aspect of Sharepoint, and CDPE's data management system are up to date and current.

All programs and courses offered through electronically mediated systems have access to library resources, including materials on e-reserve. All students enrolled in courses offered through DDP have access to the same electronic library databases as Pullman students. Students can also talk, e-mail, or chat with a reference librarian who will assist them in locating articles and books for their course assignments. Additional information about library services available to students can be found at <http://www.wsulibs.wsu.edu/electric/library/index.html>. Other required media can be accessed at WSU campuses or Learning Centers, or students can rent the materials from the DDP office and have it shipped to their homes. Students order textbooks from the Students Book Corporation, which has a special Web site for students taking courses through DDP (<http://www.wsubookie.net>).

RELATION TO ACADEMIC UNITS

At WSU, continuing and distance education programs are primarily, although not exclusively, structurally centralized and academically integrated. Online degree and credit certificate programs that are not specifically targeted to on-campus students are delivered through the CDPE to assure course design quality and the provision of appropriate support services. All credit courses and programs are developed and delivered in partnership with academic units.

Noncredit professional programs and conferences are generally delivered with support from CDPE, although individual colleges and departments have the flexibility to develop and deliver such programs on their own. CDPE and WSU Extension combined their conferencing units under CDPE in fall 2007 to provide more effective and efficient services for the University.

Each college and department has assigned a liaison to Distance Degree Programs (DDP), and the liaison works closely with administrators from DDP when any issues related to programs are considered.

Since DDP was first approved in 1992, there has been an advisory committee composed of associate deans and faculty from the various departments and colleges offering courses at a distance. The committee has met at least once and usually twice each year to discuss policies and procedures and ensure there is support from the academic units with whom DDP works.

PROGRAM QUALITY AND ASSESSMENT

The WSU tagline, “World Class. Face to Face,” was developed as an overarching brand image. Fulfilling the “brand promise” within the context of distance-delivered programs is a challenge that the University has met. CDPE approaches this challenge by using social technologies, committed instruction, innovative practices, and sound pedagogy, allowing all participants to build interactive relationships despite geographical separations.

All online courses are designed by professional instructional designers who work closely with WSU faculty appointed by department chairs. All credit courses and programs are offered by University faculty. Significant interaction is built into every course (http://online.wsu.edu/future_students/student_experience.aspx).

Assessment data bears out the success of this approach. On the WSU alumni survey, the Distance Degree Program (DDP)

has asked additional questions to measure satisfaction with experience in their program in order to compare to the traditional undergraduate experience. DDP was able to provide evidence that alumni who complete their degrees through asynchronous distance learning formats evaluate their educational experiences very similarly to alumni who complete their degrees in an on-campus, face-to-face setting at a traditional land-grant university ([Exhibit 2-49](#)).

All credit programs are evaluated periodically by the responsible departments following established University procedures (<http://www.olympia.wsu.edu/provost/ppr.stm>). For credit courses, at the end of each semester students complete a course evaluation form that has been approved by faculty and is similar to that used in classroom courses. Off-campus programs are included in periodic departmental reviews.

STUDENT ORGANIZATIONS AND EVENTS

DDP has a student government organization, ASWSU-DDP, which plans an annual event in the Puget Sound region to which faculty are invited. The 10 Learning Centers around the state also offer open houses at which faculty offer one-credit seminars. Faculty members also attend the two graduation receptions held on the WSU Pullman campus in December and May. For events held around the state, see http://online.wsu.edu/current_students/events_center.aspx.

FUTURE DIRECTIONS

There are two major directions that will affect CDPE in the coming years. The first is scope, or the number of programs offered online by WSU. Although CDPE is on par or ahead of the curve compared to most peer institutions with regard to the number of online undergraduate degree offerings, a key challenge in the coming years will be to grow WSU’s online graduate programs. Further, a growing trend in higher education is the development and delivery of online

graduate certificates. WSU will need to significantly expand its effort in those areas. Adopting a university budget model that provides incentives for faculty participation at this level will be important in addressing this challenge.

The second direction that will affect CDPE is the reach of the program, or the locations from which it attracts new student populations. CDPE's need to "go global" will require it to make inroads into locations and populations not yet tapped. In addition, the unit sees an opportunity to bring back to Washington global competencies for success in the twenty-first century. A major initiative to accomplish this goal is the establishment of the global digital campus, which is currently in the planning stage.

NON-CREDIT PROGRAMS AND COURSES

Professional Education (PE) facilitates non-credit professional and continuing education programs for the University. WSU's land-grant mission of outreach and access drive the types of programs PE provides, including dissemination of the scholarly work of WSU faculty, cutting-edge industry research, and issues of societal importance through seminars, workshops, conferences, trade shows, and online certificate programs. PE offers 50-60 programs a year of varying size and type, from 15-person seminars on wealth management to 30,000-person expositions on sewing and stitchery. In addition to providing the logistical support for continuing education programs on and off campus, PE is also responsible for approving Continuing Education Units (CEU's) for all WSU departments.

In the majority of programs facilitated by PE, WSU faculty play a key role in the planning, delivery, and evaluation of the content. Faculty members are either the initiators of the programs, or they are asked by PE to play a role with the planning committee to ensure that the academic integrity of the content is maintained.

In cases where faculty are not the lead instructors, care is taken to hire instructors who are industry or agency leaders and experts, ensuring that the highest quality of instruction is provided wherever the University's name is associated. Potential instructors are evaluated by the director of PE as well as the dean of the CDPE, WSU faculty knowledgeable about the industry, and subject matter experts.

All programs are evaluated by the participants and committee members, including faculty where appropriate. Data collected from these evaluations are used to improve content and delivery of conferences offered on a repeat basis, and also allow PE staff to ensure that target audiences are receiving the information they need in the most suitable manner ([Exhibit 2-50](#)).

Staff are trained in financial, contractual, and records retention policies, and all fiscal transactions are administered through the CDPE Office of Administrative Services, ensuring strict compliance with WSU's *Business Policies and Procedures Manual*, all standards, practices, and state and federal laws.

PE maintains records for each program with regards to the "nature, level, and, quantity of service" provided. Each individual program is recorded and tracked from year to year using metrics such as number of attendees, number of vendors or exhibitors, number of speakers, where attendees are from (states, provinces, and countries served), number of attendees seeking CEU's, and various other statistics pertinent to the delivery of the program. The data collected for each program also allow PE to identify the influencers in industry, state, local, and federal government, and non-profits who attend events.

PE is responsible for awarding CEU's for any continuing education program offered by WSU ([Exhibit 2-50](#)). Care is taken to evaluate the academic rigor of each course in order to ensure that the course meets all necessary standards. PE also maintains

records of all individuals who have earned CEU's for the past 20-plus years and processes CEU transcript requests.

International Programs

For more than half a century, WSU has been a leader in international involvement that transforms lives. After World War II, the University welcomed exchange students from war-ravaged countries while establishing programs for helping underdeveloped nations. Today, WSU hosts nearly 2,000 international students and scholars from more than 100 countries each year, has raised some \$100 million for projects in more than 40 countries, and has sent 4,000 WSU students to study abroad in 70-plus countries.

ORGANIZATION OF INTERNATIONAL PROGRAMS

The following six units comprise International Programs' (IP) portfolio:

- **Education Abroad** is responsible for sending 700 WSU students per year abroad to study, work, and conduct research, and is responsible for recruiting, orienting, monitoring, ensuring health and safety, and helping students' reentry.
- The **International Research and Development** unit involves faculty and students in development projects around the globe, currently with nearly \$20 million of projects in a dozen countries. WSU development projects are recognized for their effectiveness worldwide and are continuing to grow.
- **Global Studies**, the newest unit in IP, houses the interdisciplinary global studies minor which has increased tenfold in the last two years. It also assists colleges and departments in elaborating discipline-specific standards of global competencies and works with them to develop minors, certificates, and emphasis areas.

- **International Students and Scholars** assists nearly 2,000 international students and scholars who are in residence at WSU, providing immigration compliance; orientation programs; training and workshops; and programs through the International Center.
- **International Enrollment** is the campus's focal point for recruiting international students who provide diversity and internationalize the campus.
- The **Intensive American Language Center** provides high-quality English language instruction for international students, about half of whom will matriculate to WSU as regular students.

With the addition of the International Programs administrative team, IP is a complex organization with more than 70 employees that contributes significantly to WSU's strategic plan by making the campus more global and diverse. Some of the functions performed, such as SEVIS immigration compliance, serve the entire campus and keep WSU in compliance with federal law.

THE STRENGTHS OF INTERNATIONAL PROGRAMS

A long record of international engagement has created a strong reputation and credibility around the world:

- Innovative programs to expand student participation in education abroad
- A record of excellent service to international students and scholars
- One of the few ESL programs in the U.S. with two national accreditations
- A more innovative, targeted international student recruitment strategy
- A rapidly growing, dynamic global studies program that has captured the imagination of faculty, students, and administrators

STRATEGIC DIRECTIONS FOR INTERNATIONAL PROGRAMS

International Programs internationalizes the campuses and expands the global engagement and reach of the University in two ways: directly, by developing and running programs; and indirectly, by serving as a catalyst for the colleges and departments across campus to become more global in their own operations. More specific strategies for making WSU a global university include:

- **Recruiting and retaining international students** by increasing scholarships and providing increased services to international students and scholars, including ESL classes through the Language Center. IP will increase fundraising for the International Center on campus, where international students can meet and mingle with domestic students.
- **Expanding the global studies minor** and developing a global studies major and a School of Global Affairs; increasing the number of international minors, tracks, and certificates in individual departments; and supporting internationalization of the curriculum through grants.
- **Increasing the number of students going abroad** for classes, internships,

and research to meet the 50 percent goal of the Lincoln Commission by 2015. IP will support this effort by expanding opportunities for students and for grants to support the development of faculty-led programs at WSU. IP will also increase fundraising to support education abroad scholarships.

- **Expanding WSU's programs in international development** in Africa and the developing world that are lifting thousands out of poverty by increasing grants and fundraising from corporations, foundations, and private individuals.

Policy 2.4: Study-Abroad Programs

MISSION OF EDUCATION ABROAD OFFICE

The Education Abroad office at WSU is committed to providing students a full range of high-quality education-abroad programs that offer intellectually compelling, content-based course work and, as appropriate, language study. Providers or partner institutions must provide appropriate student services and conscientious risk management. Many also will provide opportunities to conduct research, to participate in an academic internship, or to be involved in community service learning. All programs meet the criteria of Policy 2.4 and all NWCCU standards.

The University offers students education-abroad programs relevant across the curriculum:

- WSU faculty, professional advising staff, and Education Abroad (EA) advisors encourage students to enroll in classes abroad that enhance their major/minor field of studies or fulfill GER or honors requirements.
- Advisors at the Student Advising and Learning Center (SALC) receive training from the Education Abroad office on an annual basis. Training enables



SALC advisors to discuss with advisees the possibility of incorporating an education-abroad program into their proposed major and four-year graduation plan.

- The two education abroad office advisors divide advising responsibilities by college to enable them to gain in-depth knowledge about quality programs in all curricular areas. Advisors focus on what students want to study abroad as opposed to where students want to study abroad.
- The Education Abroad office maintains “curriculum integration advising sheets” for each WSU major or broad academic area. Students, advisors, faculty, and parents can access these sheets on the Education Abroad Web site.

OVERSIGHT AND OUTREACH

Education abroad programming at WSU is centralized, with the Education Abroad office in Pullman serving the entire student population, including students at regional campuses and learning centers, as was discussed in the 1999 NWCCA report. Staff conduct advising appointments over the phone and regularly correspond with students using e-mail. They engage with faculty and administrators on the regional campuses via phone, e-mail, WHETS, and telecom. Education Abroad staff also travel to the regional campuses to hold annual education-abroad fairs (Vancouver and Tri-Cities) and conduct pre-departure orientations (Spokane) for faculty-led programs, as appropriate. In addition, WSU Vancouver and WSU Tri-Cities have each designated a staff member to serve as a liaison with the Education Abroad office in Pullman. These staff members have undergone training in Pullman and conduct general advising sessions, help students with the application process, and assist with programming on their campus.

PARTICIPATION AND DEMOGRAPHICS

Participation in education abroad has grown steadily since the 1999 NWCCU evaluation. More than 570 students annually participate in international study, with the most significant growth occurring in response to increased faculty-led programming.

The purchase in 2007 of a software program designed specifically for study abroad offices will enable the University to better understand its international study cohort. Beginning with the 2007-08 academic year, WSU is tracking participation by gender and ethnicity; participation by college and by academic area; language study; destination; GPA of study-abroad participants; and dependence on financial aid.

The data clearly demonstrates the University’s capacity to increase participation across colleges and departments, to increase minority student participation, and to diversify participation by world region (Figure 2-13).

COLLABORATION WITH STUDY-ABROAD PROVIDERS

The Education Abroad office works with 25 established study-abroad program providers to provide students a full range of quality program options. The evaluation process addresses most of the elements stipulated in Policy 2.4, including reference checks and site evaluations where possible.

To learn more about how the University represents its programs to students, see page 11 in the *WSU General Catalog 2007-08*, the WSU Web site, or the Education Abroad office Web site (http://www.ip.wsu.edu/education_abroad).

Policy A-6: Contractual Relations with Organizations Not Regionally Accredited

PROGRAM DEVELOPMENT AND REVIEW

The University has institutional procedures in place to design, approve, administer, and periodically evaluate education-abroad programs. These procedures differ depending upon program type. Templates for all contracts, including exchange and faculty-led program contracts, are provided and updated on an annual basis by the contracts officer in business affairs and updated on an annual basis and reviewed by the Attorney General's office prior to use. The provost is the signature authority on all exchange and faculty-led program contracts. Internal approval and signatures also are sought from the senior associate vice president for business and finance; the contracts officer in business affairs; college dean; department chair; vice provost of international programs; area finance officer, international programs; and director of education abroad. WSU's education abroad programs conform to Policy A-6: *Contractual Relations with Organizations not Regionally Accredited* (Exhibit 2-51).

STUDY-ABROAD PROGRAMS

New study-abroad programs are systematically evaluated prior to WSU students par-

ticipating in a program or to the program being marketed to WSU students (Exhibit 2-52). The Education Abroad director, advisors, and curriculum integration specialist review third-party programs for quality and applicability to WSU students on an ongoing basis and communicate with third-party campus representatives with questions or concerns. The Education Abroad director and advisors routinely review student evaluations and site-visit reports. Most providers will survey their students post-study period and share this information with home institutions. When resources are available, academics and international programs or education abroad faculty and staff participate in on-site inspections to evaluate programs. Participants are required to write an inspection report and to document concerns.

EXCHANGE PROGRAMS

A WSU faculty member interested in establishing a bilateral student exchange is required to complete a feasibility checklist to determine the suitability of the exchange for WSU students (Exhibit 2-53). The Education Abroad director, advisors, and curriculum integration specialist review curriculum and services at exchange partner universities for quality and applicability to WSU students on an ongoing basis.

For performance of its exchange programs, WSU establishes contractual arrangements only with organizations that are regionally accredited. These contracts are

A Wonderful Experience

"I found the volunteering opportunities were seemingly endless [in South Africa]. I tutored English in the Kayamandi Township on the outskirts of Stellenbosch and found the experience to be absolutely wonderful. I worked with elementary school students once a week and learned so much from the experience. The residents of the townships are among the poorest in the country, and living conditions are tough, to say the least. Yet I found that the people were some of the kindest I have met and were overwhelmingly grateful for the effort put out by volunteers."

Bruce Crise

September 2007

Stellenbosch, South Africa

Figure 2-10
Participation in Study Abroad
by Campus

Participation in Study Abroad by WSU Campus, AY 07-08	
Distance Degree Program	6
Pullman	522
Spokane	24
Tri-Cities	6
Vancouver	16

executed only by duly designated officers of their institutions and establish a definite understanding between the institutions, clearly delineate responsibilities, and establish conditions under which any possible renewal or negotiation of the contract would take place. The ultimate responsibility for the performance of the necessary control functions for the educational offering remains with the credit-granting institution. Tuition is waived in exchange agreements, but other fees/costs for which the student is responsible are clearly outlined.

Costs, including all fees and the refund policy, are carefully developed, clearly communicated, and equitably applied. Costs vary by the type of program.

FACULTY-LED PROGRAMS

WSU's *Business Policies and Procedures Manual* (BPPM) dictates that all WSU for-credit faculty-led programs will be coordinated through the Education Abroad office on the Pullman campus ([Exhibit 2-54](#)). WSU maintains comprehensive policies and procedures for the development of faculty-led programs. These are outlined in the online handbook "Education Abroad: How to Design a Faculty-Led Program" ([Exhibit 2-55](#)).

Typically, students on a faculty-led program enroll solely in WSU course work.

On some faculty-led programs, however, one or more courses may be offered by a host institution. In programs with this dual course work design, the University maintains responsibility for all WSU course work and grants such credit, which is monitored through established University procedures.

REVIEW OF EDUCATION ABROAD COURSE WORK

WSU students study abroad at international institutions that have the equivalent of regional accreditation in their country or that are accredited by a United States regional or national accrediting agency. The authority to award credit thus is the domain of the foreign institution, as are monitoring procedures.

At WSU, appropriate academic officers (deans, chairs, and faculty members) determine how credit earned abroad will be used to fulfill University academic requirements. Participating students complete the education abroad course approval form to document faculty approval for course work to be taken abroad ([Exhibit 2-56](#)). This form and the international credential evaluator's report to the registrar's office are shared with the appropriate academic unit upon the student's return so that the department can apply education abroad course work appropriately to the student's degree audit report ([Exhibit 2-56](#)).

Figure 2-11
Growth in Study-Abroad Participation

Program	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Study Abroad	129	194	179	222	229	232	253	219	282
Exchange	35	38	40	61	52	25	58	44	42
Faculty-Led	58	0	33	11	85	177	162	315	217
Internship	1	0	11	25	29	18	48	41	33
Academic Year Total	223	232	263	319	395	452	521	619	574
% Growth		4%	12%	21%	21%	14%	15%	20%	-7%

**TRANSCRIPTION OF EDUCATION
ABROAD CREDIT**

The 1999 NWCCA evaluation expressed concern that WSU treated education abroad as a transfer program. As such, the WSU transcript showed only the number of units transferred, rather than the course or other pertinent information. Beginning in fall 2003, the university transcript displays education abroad in the regular semester program and clearly lists the foreign institution, foreign course titles, and grades and credits earned.

Non-WSU course work taken by education-abroad students at other accredited institutions remains under the direct control of other institutions. The course work offered by these institutions is listed in course catalogs, and course outlines and syllabi are available on request. The only exception is when WSU contracts with accredited institutions to provide special course work for WSU students. The contract then states that WSU will have full control of all academic matters.

Education abroad course work is evaluated by the WSU international credentials specialist, who uses standard and well-established international credit and grade conversions to report course work taken abroad to the registrar's office. Education abroad credit

Assisting the World's Poorest Farmers

"I was part of a group of students from engineering and entrepreneurship at WSU who went on a faculty-led trip to Malawi. We designed a foot-powered water pump for farm irrigation. These treadle pumps make a huge impact on the lives of some of the world's poorest farmers. Without the pumps the families barely have enough to eat; with the pumps, they are able to grow up to three additional crops per year. They sell excess crops to provide clothing, shelter, and education.

"I am excited about the possibilities of making this project a reality. I am postponing medical school to finish the project, producing a company that will manufacture these pumps in Malawi, instead of importing them from India."

Travis Meyer

Summer 2006

Malawi, Africa

earned through another accredited institution is listed under the prefix EAC using the numbers 900 through 995.

WSU advises students against participating in—and does not grant credit for—education-abroad programs that award credit based on undocumented outcomes alone or other nontraditional means. Education-abroad programs are expected to use traditional types of exercises (projects, group activities, papers, exams, journals, and so on) to measure student learning.

**Figure 2-12
Sample Transcription of Education-Abroad Credit**

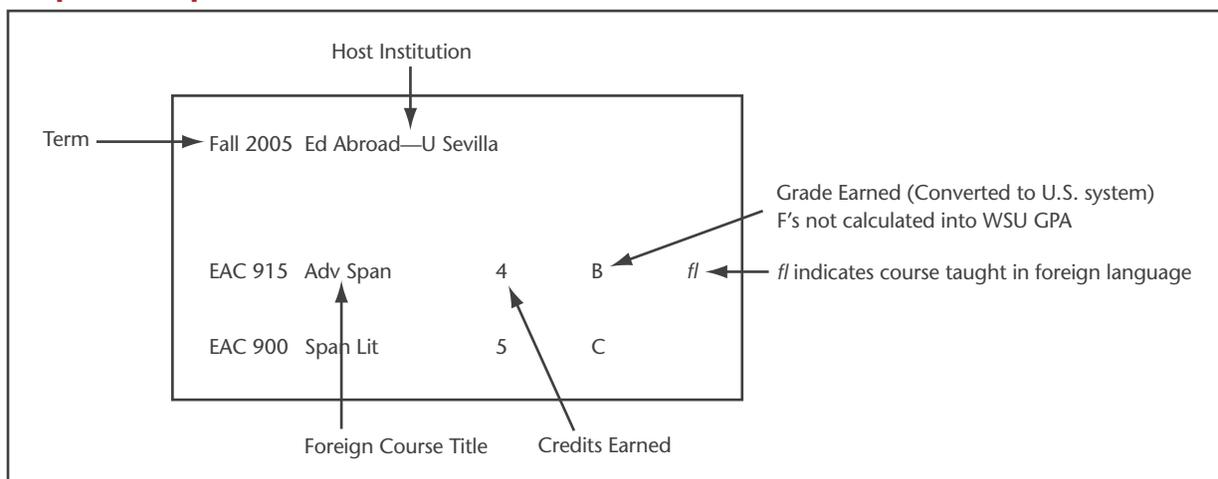


Figure 2-13
Comprehensive Data on Study Abroad, 2007

Comprehensive Data:		
Education Abroad Participation Academic Year 2007		
Total Number	Average GPA	% Receiving Financial Aid
574	3.29	58%

Ethnicity Demographics	#	%
Caucasian	447	78%
Asian American/Pacific Islander	29	5%
Hispanic	26	5%
African American	10	2%
Native American/Alaska Native	8	1%
No Response	51	9%

Ethnicity Demographics	#	%
Female	356	62%
Male	218	38%

Class Standing	#	%
Freshman	4	1%
Sophomore	57	10%
Junior	187	32%
Senior	252	44%
Graduate	65	11%
Non-Degree	9	2%

Studying Language?	#	%
No	344	60%
Yes	230	40%

Participation by World Region	#	%
Africa/Middle East	4	4%
Americas	14	14%
Australia	6	6%
Asia	15	15%
Europe	60	60%
Multi-Destination	0	0%

Participation by College	#	%
College of Liberal Arts	200	35%
College of Business	163	28%
CEA	51	9%
CAHNRS	43	8%
College of Sciences	32	6%
College of Nursing	23	4%
College of Education	21	4%
College of Pharmacy	9	2%
Veterinary Science	6	1%

Country Participation by College	Africa/ME	Americas	Australia	Asia	Europe	Multi
College of Business	2%	4%	4%	28%	61%	1%
College of Liberal Arts	5%	9%	8%	12%	64%	2%
CAHNRS	3%	29%	8%	0%	57%	3%
CEA	8%	2%	4%	8%	78%	0%
College of Sciences	9%	9%	19%	3%	54%	6%
College of Education	5%	5%	9%	10%	66%	5%
College of Nursing	0%	78%	13%	0%	9%	0%
College of Pharmacy	0%	78%	0%	0%	22%	0%
Veterinary Science	0%	33%	17%	17%	33%	0%

Program Type by College	Exchange	Internship	Faculty Led	Study Abroad
College of Liberal Arts	12%	3%	12%	73%
College of Business	6%	2%	65%	27%
CEA	4%	0%	59%	37%
CAHNRS	2%	5%	46%	46%
College of Sciences	25%	19%	3%	53%
College of Nursing	0%	4%	70%	26%
College of Education	0%	43%	9%	48%
College of Pharmacy	0%	56%	44%	0%
Veterinary Science	0%	67%	17%	17%

Extension

WSU Extension is a statewide and university-wide entity extending the research and knowledge bases of the University to communities of place and practice throughout the state. Outreach and engagement are major tenets of a land-grant university and compose what is often referred to as the 'third leg' of these institutions. WSU Extension is by far the largest and most distributed mechanism for extending the knowledge bases and research outcomes of the University to communities throughout the state. WSU Extension includes almost 800 personnel supporting outreach and engagement programs ([Exhibit 2-57](#)). Faculty members reside and work in all 39 counties in the state. Overall, WSU Extension supports individuals at 73 discrete locations, including all four WSU campuses; research and extension centers and units; county offices; and at partner organizations (community colleges, University of Washington, etc.). WSU Extension faculty members hold appointments in six of the University's academic colleges.

MISSION

WSU Extension engages people, organizations, and communities to advance economic well-being and quality of life by connecting them to the knowledge base of the University and by fostering inquiry, learning, and the application of research.

RESEARCH

Results of WSU Extension planning and programming processes are displayed on the Washington State Impacts Web site, in five-year rolling plans of work submitted to USDA-CSREES, and in annual reports of accomplishments also reported to USDA-CSREES ([Exhibit 2-59](#)).

WSU Extension has been a pioneer in advancing new technologies and techniques designed to enhance program effectiveness and linkage between the University and communities across the state.

STRATEGIC INITIATIVES

WSU Extension has identified five strategic initiatives. These are priority areas for growth and focused application of current and future resources from 2006 through 2011 ([Exhibit 2-58](#)).

1. Strengthen WSU Extension's capacity to address critical urban issues
2. Strengthen WSU Extension's role as an integral part of the University
3. Increase the diversity of WSU Extension's faculty, staff, volunteer base, and those served
4. Create the premier Extension Web presence for delivery of educational programming and materials to a diverse audience
5. Enhance the economic well-being and quality of life in Washington and the broader world through strategic international engagement

WSU Extension serves an audience that is both rural and urban, and program foci include agriculture and natural resources; youth and family development; health and wellness; energy; community development; and economic development. WSU Extension's programming is closely tied to the research base of the University and strives to align itself with university priorities.

LEARNING CENTERS

WSU Extension manages 10 learning centers strategically located throughout the state, which provide access to a quality education via distance and on-site delivery for place-bound students. Enrollment through these centers is currently 523 FTEs. Last year, the learning centers provided information to more than 15,000 prospective students. The learning centers exist as a collaborative venture between WSU Extension and the Center for Distance and Professional Education's Distance Degree Program. WSU Extension provides on-site management and administrative oversight; supports local marketing

and student advising; and maintains local relationships with community colleges and other stakeholders. The Distance Degree Program delivers all credit-bearing WSU course content at the learning centers.

Since 2006, WSU Extension has partnered with the WSU Center for Civic Engagement to facilitate the involvement of WSU students in communities across the state. Today, more than 150 students each year are addressing critical needs within communities while mastering valuable tools and techniques within a real-world environment.

DIVERSITY

WSU Extension was named one of 12 state extension organizations nationally to become a “change agent” for diversity. WSU Extension created a diversity catalyst team to evaluate all processes and procedures related to recruitment, hiring, and retention of personnel; definition of recipients of extension programming; and creation and maintenance of advisory structures. The analyses conducted by this team have led to many actions designed to enhance the pluralism and inclusiveness of the organization.

PARTNERSHIPS

WSU Extension is committed to forming and nurturing both internal and external partnerships, including funding and/or staffing relationships with eight of the University’s colleges; the Center for Distance and Professional Education and WSU International Programs; more than 15 university centers; all four WSU campuses; and the Division of Health Sciences; among others. The organization strives to be highly responsive to the needs of society; it seeks resources, recruits and hires, and develops incentives based on this premise.

STRENGTHS

WSU Extension is comprised of a quality corps of faculty and support staff located

throughout the state. These individuals serve as the “front line” of the University, identifying problems within communities, engaging with research faculty to find solutions to these problems, and then, in turn, engaging with communities to apply these solutions. The network, comprised of more than 70 offices in all 39 counties in the state, is a significant strength. More than \$20 million in extramural resources, coupled with funding from state, federal, and county government, along with \$3 million-plus in development (gifts) funding, creates a dynamic and resilient organization. Finally, the expansion of WSU Extension across the University engages more skills, resources, and ideas in addressing critical issues across the state.

SIGNIFICANT OPPORTUNITIES

Several emerging areas of opportunity are apparent. For example, the state’s population has become increasingly urban-based and diverse. This creates an opportunity for WSU Extension to find solutions to a whole new array of societal issues and to build political support for the University. Similarly, major issues are emerging, such as energy depletion and climate change. WSU Extension also has notable capacity for dealing with emerging public health issues related to dietary issues such as diabetes, obesity, and related maladies. Learning styles of society are changing as it becomes more accustomed to and dependent upon technology. WSU Extension is pursuing partnerships and building the framework to enable it to exploit this critical opportunity.

Recent realignment within the University created greater focus on the importance of economic development. WSU Extension, along with other key units, now reports directly to the vice president for economic development and extension. WSU Extension has a positive track record in delivering economic outcomes ([Exhibit 2-59](#)); however, further alignment is underway to ensure that WSU Extension is collaborating effectively with appropriate internal and

external entities to convert the knowledge and innovation of the University into jobs and business and economic growth for Washington state.

EMERGING ISSUES

Challenges to WSU Extension's effectiveness have emerged. Funding is perhaps the most critical, especially the source and associated restrictions. Since 2004, grant and contract expenditures by WSU Extension have increased by more than \$3 million and now make up almost half of all funding supporting programs statewide, which limits flexibility. Federal funds provide more than \$4 million in base support for salaries. Also, general cost share available for grants may become limiting. Currently, the WSU Extension faculty brings in more than \$130,000 per FTE. The most entrepreneurial faculty may be approaching a cost-share threshold where their salaries are totally committed to grants and contracts.

Federal base funding for WSU Extension programming has been essentially level for many years. Reliance on continuing resolutions to fuel federal funding lines creates significant uncertainties among organizations dependent upon federal dollars.

During the next decade, WSU Extension faculty will largely be replaced due to retirement. This creates an unprecedented opportunity for retooling to address emerging issues if administration can be highly proactive and visionary. As the academic environment becomes more competitive and faculty expectations escalate, defining a place for engagement within the academy will require significant institution-wide agreement on how to assess the value of engagement and the scholarship associated with engagement enterprises.

Finally, almost 90 percent of the population of the state now lives in urban areas or urban clusters and the lack of research capacity at WSU in areas such as urban planning, transportation modeling, and

other related issues may become increasingly limiting to WSU Extension.

STRATEGIC GOALS AND INITIATIVES

The WSU Extension Strategic Framework guides virtually all aspects of planning, budgeting, hiring, and program prioritization. For example, faculty and staff develop and submit annual plans that identify goals and/or objectives that will be addressed. The five-year federal plan of work is also structured around the strategic goals. Additionally, all reporting functions are tied to strategic goals and/or initiatives, including both institutional reporting and reporting to USDA-CSREES.

Budgetary outlays for programmatic support are generally tied to strategic goals and initiatives. For example, a recent internal competitive grants program required all applicants to identify goals and sub-goals that would be addressed by the proposed work. Additionally, all support allocations for fiscal year 2008 were tied to strategic goals and initiatives.

Hiring plans are increasingly being aligned with the strategic goals and initiatives. For example, a new Latino outreach specialist position was created based on Strategic Initiative III, which seeks to increase the diversity of WSU Extension's faculty, staff, volunteer base, and audiences served. Three new Web support positions were created to address Strategic Initiative IV, which seeks to create the premier extension Web presence for delivery of educational programming and materials to diverse audiences. Virtually all hiring decisions are evaluated based upon the priorities expounded in the strategic goals and initiatives. No faculty positions have been approved since 2006 that do not align with strategic goals and/or initiatives.

REALIGNMENTS

During the past 12 months, critical decisions have been made to eliminate programs and support functions that do not

align with the goals articulated in the strategic framework. For example:

- The Extension meeting management and program support unit, which was engaged in conference management largely for external entities—a focus not in alignment with the strategic framework—was eliminated. This function was moved into the CDPE's professional education unit.
- WSU Extension is moving a major international engagement effort in Afghanistan into the international research and development unit in International Programs. The Afghan eQuality Alliances project is funded by USAID and focuses on strengthening university education in Afghanistan by building core competencies in digital technologies, including digital libraries and teaching and learning software platforms. WSU Extension's Center to Bridge the Digital Divide was the initial lead on the project. However, the technical requirements of managing a project of this scale (\$12 million) within a war zone led WSU Extension to seek out a partnership with international research and development, and the program was transferred to IR & D in mid-2008.
- WSU Extension is currently engaged in discussion with WSU ITS about merging some aspects of its video-conferencing capacity—which is not part of its core mission—into a university-wide structure.
- WSU Extension is developing a partnership with the Center for Distance and Professional Education to develop Extension's interactive online programs. This involves leveraging the CDPE's knowledge and expertise in developing high-quality online educational delivery mechanisms and pairing this with WSU Extension's proven ability for making the technical capacity of the University relevant in local communities.

- Several positions are being evaluated for elimination as part of the current program prioritization process. A fundamental mechanism for evaluating each eliminated position or program is alignment with strategic goals.
- WSU Extension uses unit benchmarks to evaluate progress toward goals set forward in the WSU strategic plan. Progress toward each benchmark can be viewed at <http://ext.wsu.edu/overview.html>.

CONCLUSION

FINDINGS

WSU's student outcomes are strong and getting stronger, including increased graduation rates, alumni satisfaction, and fundraising success. The quality and diversity of the student body has improved over the last decade, and the Vancouver and Tri-Cities campuses now offer four-year degrees. Planning of academic programs is more strategic and evidence-based than ten years ago; both the first-year experience and graduate education have benefitted from more intentional and coherent planning. Upgraded technology and improved processes have strengthened graduate recruiting and retention. Extension, recognized nationally as a "change agent for diversity," has refocused on economic development and will increasingly bring the technical capacity of WSU to communities via online delivery in partnership with the Center for Distance and Professional Education. Study abroad has increased dramatically and planning throughout the University is increasingly global in its outlook. Funding, particularly for lower-division instruction, remains a challenge.

PROJECTIONS AND ACTIONS

2008-09 will see the continuation of the Academic Affairs Prioritization Process (A2P2), contraction of the curriculum, and reallocation of instructional time; pruning

of low-production degree programs; and consolidations and closures where warranted. The General Education Visioning Committee is scheduled to make recommendations by April 1 for new directions and strategies in general education.

At the graduate level, policy changes for Ph.D. degrees aim at increasing degree completion; ensuring sufficient time for research; increasing curricular quality and efficiency; and clarifying multi-campus issues affecting graduate education. Interdisciplinary degrees will expand and new review processes will ensure effective evaluation and improvement.

In fall 2009, new central Web-based data collection processes for assessments piloted at the department level will be introduced. These should simplify and systematize analysis and reporting of institution-wide activity. During the academic year, the relevant policies in the *Educational Poli-*

cies and Procedures Manual will be updated to reflect current practices. In conjunction with updated system policies proposed at the same time, responsibility for evaluation will be clearly defined across the system and procedures clarified.

Planning for academic excellence with constrained resources will become even more important as both the state and national economies contract. During 2008-09, while taking a \$10 million-plus budget cut, WSU will be negotiating with the state for a performance contract for future biennial budgets. In draft form, the contract stipulates that in return for funding at a level equivalent to 60 percent of peer institutions in Global Challenge States, WSU will achieve specified outcomes in degree production and other measures. Such an agreement is anticipated to increase core funding for educational programs as the economy improves.

College Summaries



COLLEGE OF AGRICULTURAL, HUMAN AND NATURAL RESOURCE SCIENCES
THROUGH THE UNIVERSITY HONORS COLLEGE

COLLEGE OF AGRICULTURAL, HUMAN AND NATURAL RESOURCE SCIENCES

Overview

With its roots in agriculture and human science programs, the [College of Agricultural, Human, and Natural Resource Sciences](#) (CAHNRS) has a more than 100-year-old legacy of embracing the tripartite mission of the land-grant university—teaching, research, and outreach.

CAHNRS is the largest and most diverse college at WSU; it includes 14 academic departments, 4 research and extension centers, and several subject matter centers and institutes. The Agricultural Research Center (ARC) is administratively located within CAHNRS, but also partners with other colleges across the University. WSU Extension makes major investments in CAHNRS with the objective of translating the college's scientific and problem-solving resources for public good.

CAHNRS provides leadership in discovering, accessing, and disseminating knowledge through high quality research, instruction, and extension programs that contribute to a safe, abundant food and fiber supply; promote the well-being of individuals, families, and communities; enhance the sustainability of agricultural and economic systems; and promote stewardship of natural resources and ecological systems ([Exhibit CAHNRS-1](#)).

The college offers 23 undergraduate majors, with a current undergraduate enrollment of 2,022. With a relatively low student to faculty ratio, an intensive research focus, and extensive connectivity to industry, the college provides undergraduate students with a wide array of transformational learning opportunities, including participation in student research and outreach programs; industry-sponsored internships at the local, regional, national, and international levels; study-abroad programs; and student clubs and organizations.

In a recent study published in the *Chronicle of Higher Education*, five of the eight WSU programs rated in the top 10 nationally are housed in CAHNRS, including the general area of plant sciences, which was ranked second nationally. The CAHNRS faculty leads the University in intellectual property and extramural funds. The college offers 4 master of arts, 13 master of science, and 13 doctor of philosophy degrees; graduate enrollment is 445 students. Approximately 13 percent of doctoral students enrolled at WSU are in CAHNRS programs. The college's four research and extension centers distributed across the state serve as critical outreach bridges between the Pullman campus and their communities.

The college strives to promote diversity of academic discipline, gender, ethnicity, and geographical location to enrich the academic and work experience of its students, faculty, and staff. A host of regular communication activities are in place to ensure that input is collected and decisions are made in the most transparent manner possible. In addition, every faculty and professional staff member employed by CAHNRS is required during the annual review process to establish and monitor diversity goals and commit to creating an environment of respect and regard.

Major Issues and How the College Is Addressing Them

Major issues facing the college can be categorized into four areas: 1) infrastructure to support interdisciplinary and distance delivery programs; 2) facilities; 3) funding; and 4) resource allocation. Details of these issues and how the college is addressing them can be found in the CAHNRS strategic plan ([Exhibit CAHNRS-1](#)).

DISTANCE DELIVERY

A major challenge facing the expansion of academic programs in CAHNRS involves delivering high-quality distance courses

among campuses, research and extension centers, and learning centers. Approximately 20 percent of CAHNRS agricultural faculty (and more than half in three departments) are not housed at the Pullman campus. CAHNRS is committed to working with the University to develop a flexible distance education infrastructure that allows the delivery of courses among campuses and centers as needed.

FACILITIES

The college's highest priority facility is a permanent home for the Department of Interior Design and Department of Apparel, Merchandising, Design, and Textiles. The current teaching and research facilities for the two units do not meet acceptable standards, and their replacement is a very high priority for the University, as well. Laboratory space to house the college's growing faculty in the basic plant and animal sciences also represents a significant limitation to expanding in these areas. Of particular concern are the four research and extension centers, which are all more than 60 years old and have considerable deferred maintenance of infrastructure.

FUNDING

During the past two decades, traditional "hard dollar" support from both federal and state sources has declined precipitously. The college's future success will be significantly influenced by its ability to diversify its revenue stream. For example, a successful partnership with the state's agricultural industry brought \$8 million of new state funding to the college in the 2007 biennial budget. During the past two years, the college has more than doubled its development staff with the objective of increasing private grants and gifts. The college's fund-raising goal for the University's recently announced development campaign is \$120 million.

RESOURCE ALLOCATION FOR STRATEGIC GOALS

The principal challenge facing the college is to pare down the number of academic programs and administrative units to enable investment in traditionally strong areas of excellence, as well as emerging areas. Recent organizational changes have included the formation of the School of Economic Sciences, relocation of the dietetics faculty to the Division of Health Sciences, and formation of the bi-state School of Food Science. Three other reorganization opportunities are under discussion and additional organization scenarios will be sought and evaluated.

Hiring processes have been modified to ensure allocation to college-level priorities. Beginning in 2006, all positions that come open are returned to the college. Positions are filled based on an annual hiring plan developed by the college administration in collaboration with unit leaders, which has allowed resources to be redirected to strategic priorities and high-enrollment areas.

Recent budget decisions have focused on the development of internal competitive grant pools to direct funds to high priorities and catalyze the development of interdisciplinary teams. In 2007, \$1 million was allocated for this purpose. An additional competitive pool of \$300,000 was allocated to foster extension activities. Academic program resources have also been redirected to fund interdisciplinary programs described above.

Evidence of Effectiveness

CAHNRS maintains benchmarks that provide quantitative assessment of progress in undergraduate and graduate programs; external funding; research scholarship, outreach and technology transfer; constituency and public support; international activities; and diversity. Multiple quantitative measures are incorporated to assess progress in each of these areas such that 27 different metrics are updated annually and compared

Figure CAHNRS-1
College of Agricultural, Human and Natural Resource Sciences
Degree, Faculty, and TA/RA FTE Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)	
Animal Sciences	B.S. Animal Sciences	48	7	6.5	
	M.S. Animal Sciences	6			
	Ph.D. Animal Sciences	3			
Apparel Merchandising Design Textiles	B.A. Apparel, Merchandising, and Textiles	56	7.2	2	
	M.A. Apparel, Merchandising, and Textiles	5			
CAHNRS Interdisciplinary	B.S. Agricultural and Food Systems	Agricultural Business and Technology Systems	1	3.4	N/A
		Agricultural Education			
		Organic Agriculture Systems			
		Pest Management Systems			
		Plant and Soil Systems			
	M.S. Agriculture	9			
M.S. Statistics	11				
Crop and Soil Sciences	B.S. Agriculture (phased out 2006)	14	10.8	14.5	
	B.S. Agri. Tech & Management (phased out in 2006)	9			
	B.S. Crop Science	9			
	B.S. Soil Science	1			
	M.S. Crop Science	6			
	Ph.D. Crop Science	2			
	M.S. Soil Science	2			
	Ph.D. Soil Science	1			
Entomology	B.S. Entomology (phased out 2005)	1	3.4	6.5	
	M.S. Entomology	3			
	Ph.D. Entomology	4			
School of Food Science (joint WSU-University of Idaho)	B.S. Food Science and Human Nutrition	Food Science	43	9.5	11
		General Dietetics			
		Coordinated Program in Dietetics			
		Nutritional Sciences			
	M.S. Food Science	5			
Ph.D. Food Science	4				
Horticulture & Landscape Architecture	B Landscape Architecture	10	14.5	5.3	
	B.S. Landscape Architecture (phased out 1999)	1			
	B.S. Horticulture	16			
	M.S. Horticulture	1			
	Ph.D. Horticulture	1			
	M.S. Landscape Architecture	5			
Human Development	B.A. Human Development	130	26.7	6	
	M.A. Human Development	6			
Interior Design	B.A. Interior Design	30	9	0.5	
	M.A. Interior Design	3			
Natural Resource Sciences	B.S. Natural Resource Management (phased out in 2000)		0	6	5.5
	B.S. Natural Resource Sciences	Forestry (phased out in 2008)	29		
		Natural Resources			
		Wildlife Ecology			
	M.S. Natural Resource Sciences	5			
M.S. Natural Resources (phased out in 2000)	1				

Figure CAHNRS-1 (continued)
College of Agricultural, Human and Natural Resource Sciences
Degree, Faculty, and TA/RA FTE Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
Plant Pathology	M.S. Plant Pathology	5	4.2	7.5
	Ph.D. Plant Pathology	4		
School of Economic Sciences	B.A. Economics	42	16.9	23
	B.S. Agribusiness (phased out in 2008)	1		
	B.S. Agricultural Economics (phased out in 2006)	2		
	B.S. Agricultural Economics & Management	4		
	B.S. Agribusiness Economics & Management	0		
	B.S. Environmental and Resource Economics and Management	3		
	M.A. Agricultural Economics (phased out 2006)	1		
	M.A. Applied Economics	10		
	Ph.D. Agricultural Economics	0		
	M.A. Economics (phased out in 2006)	3		
	Ph.D. Economics	10		

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

to annual and five-year goals ([Exhibit CAHNRS-2](#)).

In 2004, a committee was established to propagate assessment college-wide. This committee partnered with the Center for Teaching, Learning, and Technology (CTLT) and the Office of Undergraduate Education to develop student evaluation and outcome assessment strategies. Each department was asked to develop a plan to address the following questions: (1) What are the departmental learning outcomes and how do you plan to assess them? (2) What were the results of the assessment? (3) What changes or adjustments to teaching and learning were made as a result of the assessment results? and (4) What adjustments are planned for the assessment process as a result of the assessment results? To date, departmental reports have been submitted annually for two years, and many of the assessment protocols listed in the unit self-study reports resulted from these efforts.

Working with CTLT, the committee developed an innovative student evaluation instrument based upon Chickering and Gamson’s principles of good practice. CAHNRS has done much to advance the field, contributing to the scholarship of teaching and learning by tracking and assessing the impact of response rates on evaluations and publishing the results in international journals. The fall 2008 iteration will introduce matrix survey designs. The system will afford the college the opportunity to deliver a set of validated questions; programs and individual faculty will be able to develop and select additional questions focused on disciplinary issues and teaching innovations.

CAHNRS has also developed and implemented systematic outcomes assessment, most notably in food science; crop and soil sciences; community and rural sociology; apparel, merchandising, design, and textiles; interior design; and economic sciences.

These programs have, with varying degrees of success, implemented their assessments and made subsequent modifications. Programs in CAHNRS are moving forward steadily, if not all at the same pace.

CAHNRS is in the process of establishing an integrated assessment plan that uses multiple methods by exploring more sophisticated and useful matrix surveys that are more responsive to individual course variations; and by collaborating with CTLT to develop assessment strategies that use fundamental measures to cross-validate the measures and the processes and to complement that assessment with professional development derived from and informed by the assessment.

Where the College Is Heading

CAHNRS's strategic intent is to continue to promote excellence in the college's research and outreach leadership role within the University while expanding its reputation globally in key programmatic areas.

Research and extension activities in genetics, management, physiology, and agricultural systems have all contributed to advances in the productivity and sustainability of the agriculture industry. While state and federal budget reductions have hindered the ability to serve traditional stakeholders at optimal levels, CAHNRS is committed to serving these industries at acceptable levels. The college is developing significant research and education partnerships for new resources and opportunities. In recent years, CAHNRS has broadened its focus to include important emerging areas (e.g., organic production, viticulture and enology, biofuels, bioinformatics, etc.). The college is positioned to make significant contributions in sustainability, water management, biofuels and bioproducts, and human dimensions of natural resource and environmental issues.

Graduate education, particularly in the food and agricultural sciences, represents

a historical strength of the college. Graduate curriculum changes are focusing on the replacement of smaller, disciplinary-focused degrees with interdisciplinary degrees, such as the doctorate in molecular plant sciences. The School of Economic Sciences (SES) has one of the largest doctoral degree programs at WSU. SES has quickly become a leader in the college in developing balanced, robust undergraduate and graduate training programs.

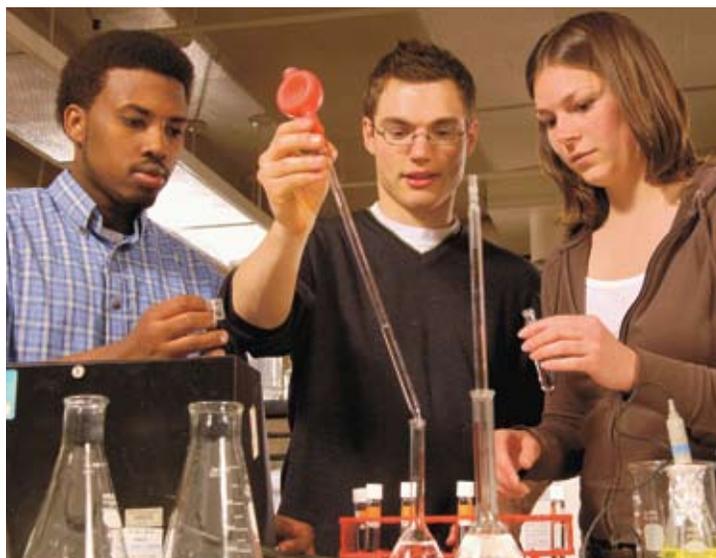
Through the college's recent strategic planning activities, four programmatic themes were identified for (1) agricultural production and post-harvest systems; (2) food system plant and animal biotechnology; (3) natural resource and environmental sustainability; and (4) human sciences and design (Exhibit CAHNRS-3).

ACADEMIC UNITS

Department of Animal Sciences

As the college's only unit that focuses on animal agriculture, the Department of Animal Sciences has a long tradition of serving Washington's diverse livestock and allied industries and society through its teaching, research, and outreach activities.

Animal sciences continues to be the most popular undergraduate agriculture major in



CAHNRS. Students' attraction to the degree reflects high-quality teaching and a strong focus on experiential learning.

ASSESSMENT

The six WSU learning outcomes are designed into the curriculum, and learning outcomes of the major are assessed in the 400-level animal production course. Animal science majors are increasingly coming from more urban backgrounds with less initial interest in traditional animal production. Core courses have been modified and several traditional production-focused courses have been replaced to include increased focus on companion and laboratory animals, as opposed to animals for food production.

Assessment of graduate learning and outcomes is both systematic and individualized. The department offers both M.S. and Ph.D. degrees. Both of these programs have been characterized by relatively low enrollment in recent years, and the unit is focusing on strategic initiatives to address this issue.

PROJECTION

Following a protracted period of downsizing due to a series of budget reductions, new investment of faculty positions in the Department of Animal Sciences is underway. Because of the department's small size relative to many of its peers, the unit is focusing on a small set of areas of strength and of importance to stakeholders. Areas identified for strategic investment include sustainable animal systems, reproductive biology, and meat science and muscle biology. During the last five years, faculty participation in multidisciplinary teams has largely replaced single investigator research programs. The department's vision and strategies (2006) uses benchmarks, targets, impacts, and tools to focus on the path to excellence ([Exhibit CAHNRS-4](#)).

Animal sciences is positioned to wisely use current resources and plans to aggres-

sively pursue new and additional avenues of support. The department is also committed to communicating the impact of its activities.

Department of Apparel, Merchandising, Design, and Textiles

The Department of Apparel, Merchandising, Design, and Textiles (AMDT) has undergone significant transformation and targeted investment in the last three years. AMDT's goal is to make WSU both the preferred destination for students in the western U.S. interested in careers in the apparel industry and the most valued educational resource for the region's growing apparel industry ([Exhibit CAHNRS-1](#) and [2](#)).

The department offers students opportunities such as national and international faculty-led study tours, internship experiences, working one-on-one with faculty on research projects, and interactions with industry professionals through campus speaking engagements.

CHALLENGES

One of the greatest challenges facing the department is managing undergraduate enrollment growth. The AMDT faculty has implemented procedures to manage overall enrollment and limit enrollment in the faculty-intensive design option.

Growth in the small M.S. program requires additional faculty time and resources. Curriculum changes and recruiting strategies are needed to attract students from varied backgrounds. In addition, the visibility of the department must be improved in the region, nationally, and internationally.

For some time, the department has been housed in a converted residence hall that is inadequate to meet the program needs on all levels. The lack of adequate facilities poses obstacles to delivering academic programs, utilizing current technology, and attracting high-caliber graduate students

and faculty. Plans are in place to address this limitation.

ASSESSMENT

Learning outcomes have been identified, and program evaluation includes systematic assessment of common class assignments, senior exit surveys, alumni feedback, and advisory board input, all of which has led to significant curricular changes ([Exhibit CAHNRS-6](#)).

PROJECTION

As a result of extremely strong growth in undergraduate enrollment over the past decade, past faculty and resource commitments have been primarily focused on serving the undergraduate program. Recent investment and activities have re-balanced the department toward research scholarship and growth in the graduate program.

The addition of a new department chair and an additional faculty line, as well as the replacement of three other faculty members, has created a unique opportunity to transform the department. The research scholarship capability of recent hires is outstanding. Enhanced research productivity should translate to additional extramural funding to finance graduate assistantships.

Department of Biological Systems Engineering

The Department of Biological Systems Engineering (BSE) is administered jointly by CAHNRS and the College of Engineering and Architecture. Beginning in 2005, the department has focused its mission exclusively on graduate education, research, and outreach.

The department discontinued the B.S. degree in biological systems engineering in 2003. B.S. programs in agricultural technology management, agricultural education, and agricultural communications were administered by BSE until 2005, when the programs were subsumed by the interdis-

ciplinary agricultural and food systems degree. Currently, the unit offers the M.S. and Ph.D. in biological and agricultural engineering through the College of Engineering and Architecture.

The department has a vibrant graduate program which has been characterized by significant enrollment growth during the last decade. Student-faculty ratios in the BSE graduate program are among the highest in the University, reflecting the faculty's commitment to graduate education. Expansion in the number of faculty positions should provide opportunity for increases in future graduate student enrollment.

BSE plans to continue this focus and build on its accomplishments in research productivity and graduate education as one of the most productive research units in CAHNRS. The unit publishes a high number of refereed publications per faculty member and receives more than \$2 million of extramural support each year. BSE's areas of research emphasis include bioenergy and bioproducts, food engineering, and land-air-water resources and environmental engineering. Since these areas closely correspond to several of the college's and University's strategic priorities, some growth in faculty numbers is likely to occur in the coming years.

Department of Crop and Soil Sciences

The Department of Crop and Soil Sciences (CSS) is the largest department in the college and a major contributor to WSU's national stature in plant science research. A recent report in the *Chronicle of Higher Education* ranked WSU seventh in the nation in agronomy/crop sciences. The unit is committed to meeting the needs of its stakeholders through research and educational programs that ensure that the state's agriculture and green space industries remain competitive, productive, and profitable ([Exhibit CAHNRS-7](#)).

ASSESSMENT

The CSS faculty is of sufficient size to deliver the array of programs offered through the department, and additional faculty resources have been added as the college has invested in strategic priorities. In recent years, the department has continued to build its strategic areas of excellence in crop breeding and genetics, genomics, dryland cropping systems, organic agriculture, and biofuels. A key is to continue to replace resources and faculty positions allocated to traditional areas with those oriented toward more contemporary issues and priorities.

The department currently offers undergraduate degree programs in crop science and soil science. It is well connected to industry, and factors industry input into curriculum decisions. The unit also has a robust and systematic process of assessing its learning outcomes and making improvements based on the results. The agricultural and food systems degree and recent changes to departmental curricula reflect significant changes in response to industry and societal needs. Excellent research and experiential learning opportunities exist for CSS students, and graduates typically have several employment opportunities.

CHALLENGES

The principal challenge facing CSS undergraduate programs is enrollment. Enrollment in the turf grass production option remains strong; however, more traditional curricula (e.g., crop science, soil science) have failed to attract a sustainable number of students. Further degree consolidation, more active recruitment, and additional curriculum changes are being evaluated to address this situation.

PROJECTION

CSS has the resources and reputation to be a national player in graduate education within several areas of plant and soil sciences. Recently, the M.S. and Ph.D. enroll-

ments in the department have grown, and significant growth potential remains. A key to success in meeting both the undergraduate and graduate program objectives of the unit will involve participation in interdisciplinary programs. The faculty in CSS has taken a leadership role in the development and implementation of interdisciplinary programs such as the B.S. in agricultural and food systems and the M.S. in agriculture. The advancement of these programs, as well as development of additional interdisciplinary programs in the plant sciences, is a future priority (Exhibit CAHNRS-8).

Department of Community and Rural Sociology

The Department of Community and Rural Sociology (CRS) has established human dimensions of sustainability as the core area of its programmatic excellence for the future. This focus will integrate well with sustainability initiatives being advanced by the University, CAHNRS, and WSU Extension (Exhibit CAHNRS-9). Research programs in the department are extensively interconnected with its outreach programs, and their success is assessed in combination. Many faculty members work on cross-college teams of researchers affiliated with centers and other departments.

CRS does not administer undergraduate or graduate degree programs, but it offers courses at the undergraduate and graduate level, and its faculty members actively work with graduate students from several departments both inside and outside CAHNRS. These courses address contemporary issues and are well received by students. While the department does not have a degree program, it does systematically evaluate student learning outcomes on a class-by-class basis. A critical element for the future success of the unit is to better and more formally integrate these courses into current and future curricula both within and outside the college. An improved understanding of the social dimensions of agriculture and natural

resource issues is critical for the college's graduates, and CRS can play a critical role in addressing this need. Another important goal is for CRS faculty to gain further access to M.S. and Ph.D. programs so that they can be more significant contributors to the University's graduate education mission.

School of Economic Sciences

The School of Economic Sciences (SES) was formed in 2004 by merging economics (from the College of Business) and agricultural and resource economics.

The SES has a large and diverse responsibility in the area of undergraduate education. In 2006, the unit completed a comprehensive restructuring of its undergraduate degrees and course offerings, which is already translating to significant increases in both course enrollment and majors. The unit also has the largest teaching load of service courses in the college. This role includes delivering its principles courses to the majority of the undergraduate student body, as well as delivering more advanced courses to majors in business, agricultural sciences, and natural resource sciences.

At the graduate level, the school also has completed a radical restructuring of its degree programs. The Ph.D. program is one of the largest and most vital at WSU, and is also substantially larger than both offered by the two predecessor departments. At the M.S. level, the school eliminated three degrees and cooperates with the University of Idaho to offer a new M.A. in applied economics. The decision to focus the graduate program on doctoral education supports WSU's goal to increase doctoral degrees and has already had a transformational impact on the unit.

In order to focus its research efforts, the SES places special emphasis on four areas of excellence: environmental and resource economics; international trade, markets, and development; transportation policy; and the

economics of agribusiness systems and biotechnology. The hallmark characteristic is timely applied economic analysis relating to real-world issues of societal relevance; a unifying theme is the pursuit of preeminence in applied econometric modeling.

ASSESSMENT

SES likely has the most sophisticated means of assessing student learning and instructional quality of any unit within the college ([Exhibit CAHNRS-10](#)).

CHALLENGES AND PROJECTION

Since its formation, the unit has made tremendous strides on all major fronts—undergraduate programs, graduate programs, research, and outreach. The faculty and the college administration have the same lofty goals for the unit: to become top-40 in general economics and top-5 in agricultural and resource economics. Achieving these goals will require strategic investment, which will enable the unit to build on the strong positive momentum of the past three years.

While the SES has benefited from the hiring of 14 new and replacement hires in the last two years—an unprecedented number—the size of the faculty remains inadequate to fully meet its charge. This situation resulted from a long-term erosion of faculty resources in the former economics department. The new unit has demonstrated an ability to attract some of the best young talent in the country from some of the most prestigious economics programs, which is expected to continue.

Department of Entomology

The Department of Entomology is integral to the college's national reputation in agricultural sciences and service to its stakeholders. The department has active programs in graduate education, basic and applied research, and outreach. The size of the Department of Entomology faculty is adequate to address its multidimensional

mission and is on par with peer institutions. The faculty is more geographically distributed than any other unit within CAHNRS, with faculty located in Pullman, at all four research and extension centers (Mt. Vernon, Prosser, Puyallup, and Wenatchee), and at the Tri-Cities campus. This dispersion of the faculty provides great connectivity to stakeholders but poses a challenge in terms of engaging faculty in undergraduate and graduate education.

The faculty conducts basic and applied research aimed at finding solutions to both short- and long-term problems with research in areas such as systematic and biological diversity; apiculture and honey-bee genetics; medical and veterinary entomology; insect physiology and ecology; and fundamentals of teaching and learning, among others.

The department's B.S. program was discontinued in 2002. Students may study entomology through emphases within interdisciplinary degrees. Undergraduate courses serve a variety of plant and animal science degree programs as well as general education.

The department has a well-respected and productive graduate program. Graduates are competitive in the professional job market and many hold prestigious positions both nationally and internationally.

ASSESSMENT

The significant changes in curricula during the past five years indicate that the unit is attentive to the changing needs of society and willing to modify its offerings accordingly.

PROJECTION

The department is in the process of critically evaluating its academic offerings and it is likely that substantial changes to the program will occur. The expectation is that these changes, as well as an expanded commitment to graduate education, will result

in increased M.S. and Ph.D. enrollment. The highest priority goals of the department are to hire new faculty, increase scholarship through competitive funding and publications, and increase the quality and quantity of graduate students.

Bi-State School of Food Science

In fall 2007, the human nutrition and dietetics faculty were moved to the Division of Health Sciences. This paved the way for the proposed formation of a School of Food Science that merges the programs in the WSU Department of Food Science and Human Nutrition with those in the University of Idaho (UI) Department of Food Science and Toxicology. The department will be jointly administered by the WSU College of Agricultural, Human, and Natural Resource Sciences and the University of Idaho College of Agriculture and Life Sciences. The merger evolved from long-standing collaboration in both teaching and research.

With this merger, it is expected that the school will advance into the top tier of universities with food science programs in the United States based on faculty numbers, undergraduate and graduate student enrollment, degrees granted, research productivity, and extension programming.

WSU food science programs have a strong tradition of excellence in research and outreach. They were ranked sixth nationally in the *Chronicle of Higher Education's* recent faculty scholarly productivity index. Research focuses on improving (1) food safety and quality; (2) health-promoting, nutritional, and economic value of foods, food constituents, and bio-products produced in the Pacific Northwest; and (3) environmental quality and energy conservation in the preservation and packaging of foods.

The department offers both an M.S. and Ph.D. degree in food science. Graduate enrollment averages around 25 students. The department offers a host of experiential

learning opportunities, including departmental clubs; the food product development team; undergraduate research; and employment in the WSU creamery, pilot plant, sensory lab, and other departmental facilities.

ASSESSMENT

The degree is reviewed and approved every five years by the Institute of Food Technologists and the Society for Food Science and Technology, which especially commended its assessment process. The curriculum is routinely evaluated and modified in response to recommendations made in these reviews ([Exhibit CAHNRS-11](#)).

PROJECTION

With added visibility and projected increases in faculty size and extramural support emanating from the proposed merger, it is expected that graduate enrollment in the department will increase significantly in the coming years.

Department of Horticulture and Landscape Architecture

The Department of Horticulture and Landscape Architecture (HLA) is a diverse unit with a highly complex mission. The department's research and outreach programs serve Washington state's large and diverse horticultural industry, which includes tree fruit, vegetable crops, wine grapes, and ornamental crops. The faculty is quite diverse, representing terminal degrees from 16 different disciplines, and its members are located at three WSU campuses and four research and extension centers. Significant investment in faculty resources has occurred recently, particularly in the emerging areas of horticultural genomics and viticulture.

Research and outreach programs focus on (1) molecular and physiological factors that influence plant response to environmental conditions; (2) production and management in a variety of fruit and vegetable

crops; (3) issues related to the applications of biochemical, engineering, and physiological knowledge to post-harvest, storage, and processing of fruits and vegetables.

HLA provides teaching programs to a very large and diverse clientele. The department offers a B.S. degree in horticulture, a bachelor of landscape architecture (B.L.A.), an M.S. in horticulture, a master of science in landscape architecture (M.S.L.A.), and a Ph.D. in horticulture.

ASSESSMENT

Several important curriculum modifications are currently being implemented to improve these degree offerings. At the undergraduate level, the current curriculum, which includes one degree (B.S. in horticulture) with four options, is being modified on the basis of assessment such that there will be one degree with three majors: viticulture and enology, horticultural science, and environmental horticulture. Along with these modifications will come the creation of new curriculum options in breeding, genetics, genomics, and landscape design and implementation. Operating resources and faculty to support the delivery of these new instructional programs will largely come through reallocation of existing resources ([Exhibit CAHNRS-12](#)).

PROJECTION

An important change at the graduate level involves refocusing the M.S.L.A. degree on the basis of demographic data. It has become apparent that the majority of the demand for the program is from students who wish to pursue a first professional degree at the master's level. Hence, a new curriculum, soon to be submitted for accreditation by the American Society of Landscape Architects, is being developed to target students without a professional landscape architecture degree and will soon be submitted for accreditation by the American Society of Landscape Architects.

Department of Human Development

The Department of Human Development (HD) has long been known for its strength in undergraduate education; however, in the last seven years, the department has made major strides in building a foundation for future success in research and graduate education. The overarching goal for the department is to continue this trajectory while maintaining its strong record of accomplishment in undergraduate education and outreach.

Central to the department's success in building its research and graduate education capabilities has been a significant infusion of new faculty during the past seven years. The department is beginning to develop a national reputation in the areas of early childhood and parent-child relationships, with a particular emphasis on prevention science. One of the driving forces of human development's growth in faculty numbers has been the expansion of its programs at WSU Vancouver. Due to its tremendous undergraduate enrollment growth, human development has the highest percentage of non-tenure track instructional faculty of any unit within CAHNRS. As the unit continues to re-balance itself across its teaching, research, and outreach missions, one would expect that tenure-track, permanent faculty will comprise a larger share of the total faculty.

Human development has developed a progressive undergraduate curriculum that continues to attract students. Through course work, service learning, research, and a required internship, students integrate theory, research, and practice. The department continues to manage the University's most successful distance learning program, which adheres to the same high quality standards as on-campus programs. The recent introduction of an early learning major to the distance learning options demonstrates responsiveness to societal demand and should result in continued enrollment growth in the DDP program.

ASSESSMENT

The department has identified 18 specific learning outcomes, links them to the six WSU learning goals, and uses four methods to assess them. Curricular changes are based on results of the assessments ([Exhibit CAHNRS-13](#)).

CHALLENGES AND PROJECTIONS

The department's graduate offerings consist of a relatively small M.S. program. Recent personnel and resource allocation decisions have focused on growing this program in concert with the department's research activities. Limited funding for graduate research assistantships is currently limiting growth. A natural byproduct of the faculty's advancement in research scholarship is increased extramural funding, which should provide additional funding for graduate assistantships.

Department of Interior Design

The interior design program has been deemed one of the top 10 programs in the nation, and the goal to be ranked as one of the top three continues to drive the faculty's efforts. The faculty is relatively small in number, but highly productive and engaged. The undergraduate curriculum is delivered by seven core faculty: three in Pullman and four in Spokane. Two additional faculty members with administrative appointments aid in the delivery of the graduate program.

Interior design, as a discipline, has yet to become heavily invested in research. As a relatively young discipline, it is in the early stages of defining its body of knowledge and creating a culture of research. Nonetheless, the interior design faculty at WSU have whole-heartedly engaged research and integrated it into their teaching. Faculty members are making significant contributions to their discipline in the form of research publications, juried competitions, and other creative activities. They also contribute

to the Ph.D. program in interdisciplinary design offered through the Interdisciplinary Design Institute.

The undergraduate program in interior design is highly competitive, involves active engagement with faculty, and incorporates a significant number of experiential learning opportunities. Students spend their first two years in Pullman, and at the end of their sophomore year, apply for certification into the major, which is offered in Spokane. The two locations offer equally important experiences. While Pullman provides an opportunity to build community and relationships in a traditional college setting, Spokane's urban context offers greater access to the profession and real-world projects.

ASSESSMENT

Contemporary assessment processes are in place throughout and inform changes to the curriculum. A competitive portfolio review has been a long-standing tradition in order to maintain educational standards ([Exhibit CAHNRS-14](#)).

CHALLENGES AND PROJECTIONS

The department has offered a three-year, first-professional degree master's program for the last six years. The master of arts in interior design is a popular avenue for individuals with an existing bachelor's degree in another discipline who desire to change careers. While relatively small in enrollment, the M.A. program has significant potential for enrollment growth and could be synergistic with departmental research goals.

Department of Natural Resource Sciences

The Department of Natural Resource Sciences (NRS) provides natural resources education, research, and extension programs to a large and diverse clientele. The department is the focal point of natural resource programming within CAHNRS; however,

natural resource programs exist in several other units as well.

At the undergraduate level, the department offers a B.S. in natural resource sciences with majors in forestry, wildlife ecology, and natural resources. The department has undergone significant curriculum modifications during the past five years, including phasing out two undergraduate majors (wildland recreation and range management) as part of ongoing efforts to refocus the department on a smaller set of sub-disciplines within the broad scope of natural resource sciences. The B.S. in natural resource sciences, forestry major is accredited by the Society of American Foresters and the curriculum is routinely modified in response to national accreditation standards.

At the graduate level, the department offers an M.S. in natural resource sciences and collaborates with the WSU program in environmental science and regional planning to offer the joint, interdepartmental Ph.D. in environmental and natural resource sciences. Enrollments in both of these programs are relatively small, reflecting the small faculty size and a limited availability of funding for graduate assistantships.

ASSESSMENT

Learning outcomes are assessed by a variety of methods, some of which have led to specific changes, such as a steady increase in the application of GIS techniques and courses ([Exhibit CAHNRS-15](#)).

CHALLENGES AND PROJECTIONS

The principal challenge facing the department is to focus its relatively small resource base on a few areas of excellence. The department's current research foci are wildlife nutrition and the behavior of selected mammalian species; human dimension of natural resources; and water resources. The adequacy of the NRS faculty varies by disci-

plinary emphasis. The department's greatest concentrations of faculty expertise are in the areas of wildlife ecology and forestry/landscape analysis. No single aspect of NRS is particularly large when viewed solely from a disciplinary perspective; however, the department does have some strong individual programs in these areas. The greatest potential for NRS lies in becoming a strong multidisciplinary unit with a limited number of emphasis areas.

Department of Plant Pathology

The Department of Plant Pathology has a strong record of performance in the areas of research, outreach, and graduate education. The department's research and outreach programs support the agricultural, forestry, horticultural, seed, and nursery enterprises of the state, nation, and world. Departmental research focuses on three areas: (1) biology and molecular biology of plant pathogens; (2) ecology and epidemiology of plant diseases; and (3) detection of plant pathogens and control of plant diseases.

The department's faculty is of sufficient size to move WSU toward its goals of distinguished research and production of outstanding M.S. and Ph.D. graduates. Faculty FTE within the department are comparable to peer departments, and all permanent faculty members are in tenure-track, 12-month positions. The department also employs an impressive cadre of affiliate and adjunct faculty that assist in research and outreach program delivery.

As a department with no undergraduate degree program, plant pathology's instructional goals emphasize increasing enrollment in the graduate program (with an emphasis on Ph.D. candidates) and graduate courses. Enrollments in the M.S. and Ph.D. programs in plant pathology have been stable, but not outstanding.

PROJECTION

Future objectives of the department focus on advancing the scholarly productivity in terms of peer-reviewed publications and receipt of extramural funds, especially competitive federal grants. A key to success in meeting the unit's graduate program objectives will involve participation in the development and delivery of interdisciplinary programs.

Department of Statistics

The Department of Statistics, which was elevated from a program to a department in 2001, is a relatively small unit residing in both CAHNRS and the College of Sciences. The mission of the department includes four components: (1) to provide a broad array of service courses in both theoretical and applied statistics; (2) to train graduate students pursuing graduate degrees in statistics; (3) to conduct research in both theoretical and applied statistical sciences; and (4) to provide statistical consulting to faculty and graduate student researchers.

Major areas of faculty research include reliability and life testing; experimental and robust parameter design; nanotechnology; quality control; financial and econometric modeling; spatial data analysis; natural resource selection; environmental monitoring; capture-recapture models; and analysis of microarray and other genomic data.

Statistics does not offer an undergraduate degree; however, the department does have an important role in undergraduate education through its service courses. These courses provide the basic quantitative background required for many students to succeed in their majors. In addition, several of the department's undergraduate courses help students satisfy the WSU math numeracy general education requirement. Graduate service courses provide the basic statistical training required by graduates from many fields to carry out their M.S. and Ph.D. research.

The department currently offers an M.S. degree in statistics which graduates 5-10 students per year. Several of these students receive the M.S. degree while concurrently pursuing a doctorate in a related field (e.g., economics).

ASSESSMENT

Numerous changes in the M.S. curriculum, including the introduction of laboratories into existing courses and the development of courses to address emerging topics, have been implemented in recent years in response to changing needs of students. The six overarching learning outcomes of the degree program are assessed in a variety of ways, including the M.S. oral exam, M.S. project, exit interview and survey, and graduate and employer surveys. Major resulting changes include infusing more labs with computational statistics techniques and more hands-on experience in statistical consulting ([Exhibit CAHNRS-16](#)).

PROJECTION

Recently, the department proposed a Ph.D. in statistical science which was to be jointly administered by the University of Idaho. To date, this proposal has not been approved. The A2P2 process has reopened University-level discussions about the administrative home of the program.

INTERDISCIPLINARY DEGREE PROGRAMS

In addition to disciplinary degree programs offered through academic units, CAHNRS administers three interdisciplinary degree programs at the college level: the B.S. in agricultural and food systems, the M.S. in agriculture, and the Ph.D. in molecular plant sciences. These programs are critical to the long-term growth of the college's undergraduate and graduate enrollment in areas related to food and agriculture.

Agricultural and Food Systems Degree Program

The interdisciplinary, cross-departmental agricultural and food systems (AFS) bachelor of science degree program was approved by the Washington State Higher Education Coordinating Board in May of 2006, and the first students enrolled fall semester 2006. The development and implementation of this interdisciplinary program marked a new direction in CAHNRS' undergraduate teaching efforts. The degree is visionary in its concept and curriculum, focusing on the broader context of the food system, as opposed to disciplinary foci. In its inception, the AFS degree replaced five separate degrees with a single degree comprising five separate majors which share a common core of classes. It is envisioned that additional small disciplinary degree programs will soon be subsumed by the AFS degree.

Faculty support for the AFS degree comes from a host of CAHNRS departments. However, broader engagement from faculty within these units is critical if the program is to expand in enrollment and scope. One of the most exciting opportunities for the AFS degree involves current activities directed at developing courses for distance delivery such that the program can ultimately be offered to placebound students.

ASSESSMENT

Curriculum development and the development of outcomes-based assessment tools have been an ongoing focus of the program's faculty and administration. Since the program was truly developed from the ground up (as opposed to an alteration of an existing program), the curriculum is well-linked to learning outcomes and their assessment.

PROJECTION

Recent change in the administrative structure of the program will contribute to future success. In its early stages, the program's

administration rested in the Department of Crop and Soil Sciences. The program's academic director now reports directly to the associate dean for academic programs within CAHNRS. This structure will promote broader engagement from faculty outside of crop and soil sciences. A program coordinator also has been hired, and additional resources will be allocated to facilitate program administration, recruiting, experiential learning opportunities, and advising in order to further the college's emphasis on interdisciplinary, efficient, and responsive degree programs.

Master of Science in Agriculture Degree Program

The master of science in agriculture is a significant departure from any graduate program previously offered within CAHNRS. First, it is interdisciplinary in scope and administered at the college level. Second, it is delivered via distance learning technologies and targets the agricultural professional, practitioner, and educator.

Since its inception in 1998, this program has been highly successful in attracting working professionals with agriculture, science, technology management, environmental, and education backgrounds. The success of the program has been remarkable, given the relatively low level of resources and the limited number of faculty committed to it. The college's intent is to expand the scope of this program to serve a broader constituency and engage a greater percentage of the faculty involved in food and agriculture programs. Two factors limiting growth of graduate enrollment across the college have been funding for graduate assistantships and engaging a larger share of the faculty in graduate education. Because this program targets working professionals, assistantship funding is not required to attract students. A renewed expectation of all tenure-track faculty members in CAHNRS is that they will be actively engaged with graduate students. This program provides

such opportunities for faculty members who do not have funds available for assistantship support. It also provides an added opportunity for faculty members at off-campus research and extension centers to engage in graduate education.

ASSESSMENT

An internal review of the M.S. Ag. program, completed in 2006, provided several important recommendations for its improvement and expansion. Some administrative changes have been implemented, with the administrative oversight of the program now coming from the college's academic programs office, rather than being nested within a department. Additional support staff resources have also been added to administer the program. Curriculum changes are currently being discussed, but they will almost certainly involve the establishment of a core curriculum that will be required of all students completing the degree ([Exhibit CAHNRS-17](#)).

Molecular Plant Sciences Doctoral Program

The molecular plant sciences doctoral program is a highly successful interdisciplinary graduate program at WSU, consistently ranking in the top ten of such programs in the U.S. While the program is university-wide, it is administered within CAHNRS. The goal of the program faculty and the administration is to build upon current strengths and to make molecular plant sciences the number one plant sciences program in the nation. Most of the challenges facing the program are administrative in nature and involve coordination and management of an interdisciplinary program involving faculty from no fewer than seven academic units. The program has recently received several infusions of new funding from both competitive and noncompetitive sources which will provide additional funding to recruit high-quality students.

The program will require additional permanent funding to support its administrative activities. The molecular plant sciences faculty and administration have developed a unique “area of strength” concept to further advance the program and broaden faculty involvement. This approach allows faculty to define unique program foci which will require the development of a graduate certificate so that students will be recognized for the educational focus.

EXHIBITS

Exhibit CAHNRS-1	Strategic Plan
Exhibit CAHNRS-2	Benchmark Measurements
Exhibit CAHNRS-3	Areas of Preeminence Mapping
Exhibit CAHNRS-4	Animal Science Vision and Strategies
Exhibit CAHNRS-5	AMDT 2006 Benchmark Report
Exhibit CAHNRS-6	AMDT Effectiveness Report
Exhibit CAHNRS-7	Crop and Soil Sciences
Exhibit CAHNRS-8	Crop and Soil Science Academic Information
Exhibit CAHNRS-9	Community and Rural Sociology
Exhibit CAHNRS-10	School of Economic Science Evidence of Effectiveness
Exhibit CAHNRS-11	Food Science Assessment
Exhibit CAHNRS-12	Horticulture & Landscape Architecture Assessment
Exhibit CAHNRS-13	Human Development Assessment
Exhibit CAHNRS-14	Interior Design Assessment
Exhibit CAHNRS-15	Natural Resource Sciences Assessment
Exhibit CAHNRS-16	Statistics
Exhibit CAHNRS-17	M.S. in Agriculture

COLLEGE OF BUSINESS

Overview

The vision of the College of Business is far reaching: Transforming the lives of students while positively impacting the business and academic communities of Washington state, the region, and the world ([Exhibit COB-1](#)). While the college’s strategic plan is detailed elsewhere ([Exhibit COB-2](#)), the following strategic “pillars” express its strategic priorities:

Globally competitive business leadership. Preparing students to become purposeful, innovative, versatile leaders with the skills and knowledge to succeed in the global marketplace.

Delivery of innovation. Students, graduates, and researchers apply business tools to generate commercial impact.

Positive societal impact. Attention to social and economic issues that cuts across disciplines and levels and contributes to the common good.

Profile. Bachelor’s, master’s, and doctoral degree programs in business, and a bachelor’s degree program in hospitality business management, in Pullman, Vancouver, the Tri-Cities, Spokane, and through distance learning technology.

The college includes six academic departments and three centers/institutes, comprising 107 faculty and 46 staff members. The faculty is composed primarily of tenured (50) and tenure-track (22) professors, augmented with non-tenure-track (13) and adjunct (22) instructors. Thirteen endowed chairs or professorships and an additional five non-endowed fellowships are currently held by faculty members.

The college is accredited by the AACSB (Association to Advance Collegiate Schools of Business) International at the undergraduate, master’s, and doctoral levels—one of 132 business programs in the United States accredited at all three levels. In addition to

high college rankings, it includes a number of nationally ranked programs, including hospitality business management (top 10), international business (top 20), and entrepreneurship (top 25).

Within the bachelor of arts in business administration degree program, the college offers the majors tabulated in Figure COB-2.

While annual giving to the WSU College of Business has exceeded the median for AACSB peers most recently, the overall size of the college's endowment (valued at \$35.5 million in 2007) lags behind endowments of AACSB peers. Through fundraising efforts and recruiting practices, the college is making strides toward becoming more like other AACSB-aspirant schools. This activity remains at the forefront of the unit's efforts.

College of Business faculty members are publishing at an increasing rate in the highest quality outlets ("A" journals). By providing financial incentives and linking annual performance reviews to publications in high-quality outlets, the college encourages faculty to actively target these opportunities.

The college awards about 18 percent of all WSU baccalaureate degrees and about 25 percent of all undergraduate business degrees in the state of Washington. In addition, the college awards about 8 percent of all WSU graduate and professional degrees.

The college is ranked 62nd for public colleges of business and 99th for all colleges of business (*U.S. News & World Report*).

Evidence of Effectiveness

Progress data for all objectives can be found in the expanded college self-study. For example, in the past four years the College of Business has more than tripled the number of students participating in business plan competitions to 112, with a longer-term goal of 150. The number of students who study abroad has grown from 23 to 150, with a goal of reaching 400, i.e., half of the college's students. The college exceeds

all of the AACSB faculty qualification ratios by increasingly large margins. The college is succeeding in its goal of maintaining a relatively high GPA (3.12-3.21) while admitting as many qualified students as can be accommodated. The job placement rate has risen to 94 percent.

Most of the assessment activities for the bachelor of arts in business administration, the master's in business administration, and the Ph.D. in business administration programs take place at the college level. The bachelor of arts in hospitality business management and the master's in accountancy are "owned"—and assessed—by their respective departments.

The college has made substantial changes to its bachelor of arts in business administration curriculum during the past five years in response to both direct (individual student performance evaluation) and indirect (e.g., employer surveys) assessment measures. The college's assurance of learning processes began in 2002 with a thorough (and painful) program evaluation process. Offerings were benchmarked against offerings at similar and aspirant colleges of business. As a result of this process, the college made substantial changes to its graduation requirements and the majors/minors it offers ([Exhibit COB-3](#)).

At the same time, the college engaged in a comprehensive assessment of student outcomes, the degree program's learning objectives, and curriculum structure. In 2002, it formed the Undergraduate Core Curriculum Task Force, comprised of faculty from all disciplines and multiple campuses, which submitted a set of recommendations ([Exhibit COB-4](#)) ranging from what courses and content should be included in the core requirements to how to monitor the plan.

During the next two years, the college implemented parts of the plan and further refined it to comply with AACSB expectations. In addition, assessment data were collected on a subset of these revised learning objectives. As a result of this process, college

requirements were further refined ([Exhibit COB-5](#)). Assessment of the master’s in business administration has followed a similar but separate path ([Exhibit COB-6](#); [Exhibit COB-7](#)).

Finally, the Ph.D. program in business administration has recently formalized its assessment of doctoral student learning outcomes. During the last two years, the college’s Ph.D. task force has examined the role, priority, and quality of the Ph.D. program. During this period, the task force has helped revise the program to include more interdisciplinary instruction in common methodologies, address concerns raised by the Yardley report, and established more rigorous paper/publication requirements for students ([Exhibit COB-8](#)). Under this new assessment process, the activities will be more coordinated at the college level.

Where the College Is Heading

The College of Business is at a tipping point in its evolution. On the one hand, based on

its strengths and opportunities, the college is poised to provide a truly excellent experience for its students, enhance the reputation of WSU, and increase its impact on the business community. On the other hand, current challenges increase the risk of the college not being able to adequately serve the needs of the University.

The college has a strong and growing base of dedicated volunteer leaders and donors; experienced staff directors; productive researchers; multiple nationally ranked programs; a robust process for managing strong student demand; strong global partnerships; a large and growing group of faculty committed to improving the quality of interaction between business, society, and the environment; demonstrated success in fundraising, communications, and alumni engagement; and facilities designed to prepare tomorrow’s globally competitive leaders, including the Boeing Wireless Classroom of the Future and the Scott and Linda Carson Center for Professional Development.

Figure COB-1
Program Offerings By Location

Program	Pullman	Vancouver	Tri-Cities	DDP
Undergraduate Major	B/H.B.M.	B	B	B
Undergraduate Minor	B/H.B.M.	B	B	B
M.B.A.	B	B	B	
Master of Accounting	B			
Doctor of Philosophy	B			
B - Business program; H.B.M.—Hospitality business management program				

Figure COB-2
Majors Within the B.A. in Business Administration Degree Program

Business Function	Undergraduate Majors			
	Pullman	Vancouver	Tri-Cities	DDP
Accounting	●	●		
Accounting Info Systems	●		●	
Business Administration		●	●	
Entrepreneurship	●			
Finance	●	●		
International Business	●			
Management/Operations	●	●	●	●
Management Info Systems	●	●		●
Marketing	●	●		

The college is well positioned to be a leader in the University's globalization efforts. The College of Business currently leads the University in faculty-led study-abroad programs and is pursuing multiple partnerships with the purpose of increasing its international collaborations. Using international partnerships and the planned executive program in Spokane, the college is positioned to increase the size of graduate and professional programs. In 2007, it turned away 170 applicants that met its minimum undergraduate certification requirements.

Because of limited resources and excess demand, too many courses are larger than

the college's peers. Although the total percentage of alumni survey respondents expressing positive responses to the survey questions was similar to the university average, the percentage expressing the most positive responses was, in general, smaller (**Exhibit COB-9**). Much of this feedback is attributable to large class sizes. The college is ahead of most colleges of business in its advocacy for the impact of business on society and the environment. The College of Business is developing a reputation for leading in this area, especially the faculty at the Vancouver campus. With an experienced college relations staff, the unit is well

**Figure COB-3
Business Degree, Faculty, and TA /RA FTE Summary**

Reporting Unit		Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)	
Accounting		Accounting	105	20.5	5.6	
		Accounting & Information Systems	9			
		Business Law – phased out fall 2004	4			
		M. Accounting	14			
College of Business Interdisciplinary		B.A. Business Administration	56	0.3	1.8	
		Masters in Business Administration (M.B.A.)	56			
		M. Technology Management (phased out 2006)	5			
		Ph.D. in Business Administration	7			
	Center for Entrepreneurial Studies	B.A. Business Administration	Entrepreneurship	23		
	International Business Institute		International Business			54
Finance, Insurance and Real Estate		B.A. Business Administration	Finance (3 tracks)	108	11	3.5
Information Systems		B.A. Business Administration	Management Information Systems (two tracks)	83	11.7	8.8
Management and Operations		B.A. Business Administration	General Business (phased out 2005)	21	19.8	8.8
			Decision Sciences (phased out 2005)	1		
			Management and Operations	152		
Marketing		B.A. Business Administration	Marketing	93	12.8	4.3
School of Hospitality Business Management		B.A. Hospitality Business Management		107	7.5	2.3

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

positioned to communicate the strength of its programs to external constituents.

However, faculty members earn substantially less than similarly ranked faculty members at peer institutions. Consequently, attracting and retaining good faculty members is increasingly difficult. Providing enough available seats in core courses and in classes that serve high-demand majors (accounting, finance, marketing, and management) is a second challenge. The college has a history of struggling to find space for programs and people.

The College of Business is working hard to address these challenges. Much of the development effort is in the form of initiatives designed to supplement state funding so that high-quality faculty can be hired and retained. As the college experiences faculty turnover in lower-demand majors, resources have been shifted and will continue to be shifted to the higher-demand majors. In addition, to the extent possible, faculty are asked to teach outside their primary area of expertise. Finally, the unit may have to deny some qualified students their first choice in majors.

The college is examining how core courses are staffed. In addition, it is reconsidering its ability to provide seats in business courses for non-business majors. Options for more efficiently advising students are also being examined. In addition, graduate students and time-slip personnel are hired to assist in student services. The college relies on development funds, summer teaching revenue, and distance degree program revenue to fund many of its staffing needs. Again, the college is looking externally for help in meeting space needs. Facilities-related development proposals have been submitted to multiple donors.

ACADEMIC UNITS

Department of Finance, Insurance, and Real Estate

The Department of Finance, Insurance, and Real Estate offers a major in finance, with flexibility for students to focus their studies in one of six career tracks: financial management, investment analysis, financial institutions management, financial services, real estate, risk management, and insurance. The department has a dedicated finance classroom, a core group of highly dedicated and interested students, and a practical and academically rich program of study. In addition, the department offers more than \$30,000 in scholarships annually to undergraduate students and helps students with internships and job placements. The department's students manage approximately \$1.5 million of WSU endowment funds in the Cougar Investment Fund, which has outperformed the S&P 500 by about 6 percent since its inception in 2001. WSU students ranked number one in the D. A. Davidson Student Investment Program among 20 universities, and won second place in the NAIOP Challenge. The majority of faculty members have won teaching awards, many of them more than once. Two faculty members are the recipients of Teaching Innovation Awards. All faculty members except recent hires have published in the best journal in their fields. The department's lecture series—the Brinson Lecture Series (finance) and the Walton Lecture (insurance)—bring some of the very best and brightest minds to Pullman.

EVIDENCE OF EFFECTIVENESS

The department's learning goals are based on WSU's six learning goals. A comprehensive assessment plan was recently developed and implemented. The department conducted informal assessment of its curriculum regularly. Recent changes include adding two new courses: Advanced Finan-

cial Modeling and NAIOP Challenge; and combining two real estate courses into one: Real Estate Finance and Investment. To make better uses of resources, the department recently combined three majors into one.

WHERE THE UNIT IS HEADING

Recently, the department has enrolled a record number of students. Faculty members excel in teaching and research and service. The department is building a world-renowned finance program. With salaries much lower than peer departments, the greatest challenge is recruiting and retaining excellent faculty members.

Department of Management and Operations

The Department of Management and Operations strives to be a leader in graduate education and research that enrich the undergraduate experience. Among its 19 tenure-track faculty, 13 are located on the Pullman campus and 3 are located on each of the Vancouver and the Tri-Cities campuses. The department offers the degree concentration in management and operations, which consists of two tracks: organization management and operations management. Major areas of research include strategy, organization behavior (OB), human resources and personnel (HRP) management, business ethics, international management, entrepreneurship, operations management, operations research, quality management, and business statistics. Eleven faculty members are on one or more editorial boards of professional journals, a majority of which are "A" or "A-" journals. The department offers four of the ten business core courses, with seats limited by the size of the faculty. Its major challenge is acquiring the resources to hire additional faculty members.

EVIDENCE OF EFFECTIVENESS

The department is in the process of developing its own learning goals for the management and operations concentration and plans to devise assessment tools for the effectiveness these goals. Two faculty members, one from each of the two major concentration tracks, are leading development of the learning goals, which are expected to be developed and implemented by the end of spring semester 2008.

WHERE THE UNIT IS HEADING

The department continues its efforts to improve research productivity measured by the average research publications per faculty member. The goal is to keep the department in the top half of WSU peer institutions and move it to the top 25 in the long term. The department intends to educate Ph.D.'s who can be placed at peer or aspirant institutions; to continue its commitment to the study-abroad program and provide students with global experiences; and to educate students who are socially responsible, understand diversity, and ethical.

Department of Accounting and Business Law

The department is an active and dynamic center of learning that delivers a concentration in accounting, the master of accounting (M. Acc.) degree, and the Ph.D. in business administration with a concentration in accounting. In addition, the department maintains a joint program with the School of Information Systems in accounting information systems. The department is one of only 165 accounting programs worldwide that has earned separate AACSB accounting accreditation. Thirteen tenured or tenure-track faculty and 12 adjunct faculty or instructors are members of the department, including representation at the Vancouver and Tri-Cities campuses.

Consistent with the College of Business' strategic plan, the department seeks to

develop innovative and socially responsible accounting professionals who understand the dynamic and global nature of business. The bachelor of arts in business administration and master of accounting degrees provide graduates with the breadth and depth of accounting knowledge that will enable their growth as successful business leaders. At the doctoral level, the mission of the Department of Accounting is to develop and train scholars who will be prepared to contribute to the body of knowledge in the accounting field and communicate this knowledge to others.

More than 200 undergraduate students in the College of Business are pursuing a major in accounting, and the master's program hosts 22 graduate students. Graduates of these programs are typically employed by public accounting firms and corporations. Demand for accounting undergraduate and master's students is high, and most students receive multiple offers of employment upon graduation. Graduates of the doctoral program assume university teaching positions, and demand is extremely strong.

EVIDENCE OF EFFECTIVENESS

The department has established learning goals and assessment mechanisms consistent with AACSB accreditation standards and WSU's six learning goals. Assessment takes place every semester at the bachelor's, master's, and doctoral levels. Effectiveness is also established through the placement and subsequent success of program graduates.

WHERE THE UNIT IS HEADING

The department has experienced an improvement in the scholarly output of its faculty, and greater productivity is anticipated during the next five years. This improvement has been facilitated by a recent influx of assistant professors, a trend expected to continue with anticipated replacement of retiring and departing faculty. Given present enrollment and the

current level of staffing, courses are typically filled to capacity. The department plans to offer the master's program at the Vancouver campus within the next five years. The unit recently initiated a major endowment drive, and creation of a second faculty endowed chair is in the initial planning stages.

Department of Management Information Systems

The Management Information Systems (MIS) program is the largest one in the Northwest and one of the largest programs in the western United States. The department's presence in WSU's academic programs is far-reaching, including majors, options, interdisciplinary degrees, and required and elective courses in other programs. MIS has the potential for additional multidisciplinary synergies with fields such as biotechnology, computer science and engineering, psychology, sociology, and communication. The department is creating a world-class environment of



scholars and students that understand how technology permeates individual lives and how technology, information, and people interact.

The highly regarded undergraduate MIS program offers one of the nation's most comprehensive curricula. Course work focuses on creating information systems professionals who can analyze business problems and come up with innovative technology-driven solutions in a globally connected world. A recent article in *Business 2.0* noted that eight of the ten careers most likely to sustain growth were focused on information systems and technology. Exit salaries for MIS majors are among some of the highest in the entire University.

The department's nationally recognized Ph.D. program is one of the largest and most comprehensive behavioral research-focused MIS programs in the world. The number and quality of doctoral-level courses rivals those of the best programs in the country. The first cohort of Ph.D. students graduated in 2002. Graduates have received offers from some of the nation's top universities and business schools, including Texas A&M; University of Virginia; Bentley College; SUNY Albany; University of Nevada, Las Vegas; and the College of William & Mary.

EVIDENCE OF EFFECTIVENESS

The Department of Information Systems provides a curriculum in strong alignment with the University's six learning goals. In addition, the department prepares students to be business leaders who are globally aware, innovative, and aware of the impact of business on society and the environment. The department is currently involved in preparing assessment processes that measure productivity on these dimensions as well as student ability to (1) evaluate emerging technology from a historical perspective; (2) search for and find relevant business data using the appropriate technology; (3) organize, analyze, and summarize business data using appropriate technology; and (4) com-

municate the resulting business information using appropriate software tools.

WHERE THE UNIT IS HEADING

While the department's doctoral program is already nationally recognized, the goal is to emerge as one of the top 10 doctoral programs in the country. The undergraduate program is also poised for significant renewed growth, given the tremendous demand for the department's graduates. From a scholarship perspective, a recent article published in the *Communications of the Association of Information Systems* ranked the department 12th in the world in research productivity in mainstream information systems journals.

Department of Marketing

The department offers undergraduate and graduate programs in business with an emphasis in marketing, including innovative online teaching of selected courses. Faculty members conduct research in two major areas (consumer behavior and marketing strategy) and strive to develop globally competitive business leaders who will successfully drive the commercialization of innovation as it is linked to the marketing domain. The faculty publishes regularly in the discipline's elite journals. Marketing faculty also serve as members of the discipline's premier journal editorial review boards, as reviewers for journals and conferences, and hold leadership positions in professional associations.

The department offers a major and a minor in marketing, with approximately 120 students in the major and 25 in the minor. The department also serves students from fields outside the college. Marketing undergraduate students have opportunities to work with marketing faculty on cutting-edge research projects and independent studies. Students also can participate in marketing internships; professional clubs; study-abroad programs; leadership and

career development opportunities; and business/student mentorship programs. Marketing graduates are expected to create value for the citizens and business communities of Washington state and the world through insightful leadership, skillful application of marketing and other business principles, and conscientious understanding of the impact of marketing and business on society and the environment.

The Ph.D. in business (emphasis in marketing) is designed to prepare graduates for careers in academia. The goal of the marketing Ph.D. program is to train scholars who will generate and disseminate marketing-related knowledge in the field's leading journals, in university classrooms, and in other professional venues. The department typically has eight to ten Ph.D. students enrolled at any one time.

EVIDENCE OF EFFECTIVENESS

The college and department are in the final stages of developing a comprehensive plan for assessment of student learning goals. Informal comments from recruiters indicate that marketing graduates are highly sought after upon graduation. The learning outcomes for Ph.D. graduates are assessed annually via formal review of individual student performance, as well through program benchmarks, including a second-year research project, comprehensive exams, and a doctoral dissertation. All of the department's doctoral graduates to date have secured faculty positions upon graduation.

WHERE THE UNIT IS HEADING

With the departure or promotion to leadership of several faculty members, the number of faculty will drop from a recent high of 14 to an anticipated low of 10. Nevertheless, the faculty are devoted to helping the University meet its strategic goals. The department actively seeks external support from its marketing advisory board members, company partnerships, distance degree

offerings, and from its alumni, and will soon be undertaking a \$1 million renovation of its behavioral research facility, thanks to the generous support of corporate partners.

School of Hospitality Business Management

The School of Hospitality Business Management celebrated its 75th anniversary in 2007 and is one of the country's oldest academic units in this field of study. The school is consistently ranked among the top five percent of all hospitality schools and is ranked second among AACSB-accredited programs located in a business college. Its reputation is based on the success of its graduates, student quality, faculty scholarly contributions to the field, and innovative curricular programming. The school's mission is to develop globally competitive hospitality leaders while conducting scholarly and applied research. The unit's objective is to provide students with the best undergraduate education through specialized instruction and engagement opportunities that build skills and competencies.

The school has seven tenure-track faculty, one instructor, one academic coordinator, and a chef-educator serving 177 majors and 457 pre-majors. The number of seat requests has increased 76 percent from 1999. Key program strengths are that 79 percent of the instruction is delivered by academically qualified faculty, and the faculty publication rate is high, totaling 145 contributions during the period 2002-06. Students are able to study abroad in Switzerland, Italy, Thailand, and Korea. The unit's benchmark for its new global learning requirement is to increase the percentage of students studying abroad from 16 to 25 percent.

EVIDENCE OF EFFECTIVENESS

Effectiveness indicators for the school include, first, the graduating senior placement rate of 96 percent in 2007 and, second, its ranking of ninth in scholarly

citations by faculty. The school revised its curriculum in 2004 and implemented several course requirement changes. During the past several years, the school has completed the process of identifying learning goals. The development of an assessment process is underway. The unit also surveys graduating seniors to identify areas that would help students better prepare themselves for industry positions.

WHERE THE UNIT IS HEADING

The school's goal is to build on its strong foundation, including starting a wine business management option in the fall of 2009. Second, the unit plans to offer a Ph.D. in business option in hospitality/tourism, subject to the final approval process, which should permit it to attract outstanding graduate students and help the faculty increase their research output. In 2009, the school will renovate its kitchen and dining room to enhance instructional quality as a result of a \$1.5 million gift from the Marriott Foundation. An additional \$500,000 gift from Larry Culver will enable the school to develop an outstanding internship and industry relations program.

International Business Institute

The International Business Institute (IBI) plays a significant role in coordinating international activities in the College of Business. The IBI draws faculty, staff, and students together to achieve excellence in the internationalization of business education, research, and service and to make the college visible worldwide. A recent change has been a reduced role in graduate education with a more focused emphasis on undergraduate excellence and study-abroad activities for the college. In addition, the institute stimulates the faculty to conduct additional high-quality research.

EVIDENCE OF EFFECTIVENESS

Since its establishment in 1996, the institute has trained seven Ph.D. students in

international business, offered four courses to M.B.A. and Ph.D. students, and trained more than 150 undergraduate majors and minors in international business annually. The institute initiated and implemented a major curriculum reform in 2001. Since 2003 the IBI has been nationally ranked in the top 10 percent of accredited schools offering the international business major in the United States, according to *U.S. News and World Report*.

WSU's international business students are required to study at least one foreign language and study abroad for one semester. In cooperation with the Center for Entrepreneurial Studies, the institute has created and supervised 30 to 40 internships annually. Study-abroad travel grants and scholarships are available through the IBI, the college, and the University. The institute continues to develop and facilitate faculty-led study-abroad programs. Currently, there are programs in Switzerland, China, Thailand, and Italy. The IBI has facilitated scholarly activities that have resulted in at least 100 journal articles, conference presentations, and teaching materials. The scholarly activities have helped the institute and the University gain national and international recognition in the international business discipline.

WHERE THE UNIT IS HEADING

The institute will continue to be an important engine for WSU's internationalization in education, research, and services. The institute's graduates will be prepared to enter the globalized business community and to become good global citizens. The IBI will also continue to develop faculty-led study-abroad programs to provide students with more opportunities to experience global business on a practical level.

Center for Entrepreneurial Studies

WSU's entrepreneurship program was one of the first in the country, and the center's alumni are known for entrepreneurial

leadership. Formally established by the College of Business in 1995, the Center for Entrepreneurial Studies (CES) offers a variety of accredited, entrepreneurship-related academic programs and related services. The center's mission is to enable students, business leaders, managers of governmental agencies, scientists, policy makers, and others, through its teaching and research, to better capitalize on their ideas, inventions, and innovations. The CES coordinates research conducted by a number of faculty members throughout the College of Business, in addition to that of the faculty members within the center, and plays a central role in helping to manage the interdisciplinary entrepreneurship major and minor within the bachelor of arts in business administration.

EVIDENCE OF EFFECTIVENESS

About 50 undergraduate students select the entrepreneurship area of study within the B.A. in business administration, and another 45 minor in this program in Pullman, with a new online version of the minor launched recently. In addition, the 50 or so students currently enrolled in the full time, residential M.B.A. program in Pullman are required to participate in the center's business plan competition. This year will mark the fifth annual business plan competition, which will award more than \$60,000 in prizes to the winners. Record numbers of teams and judges are participating in the competition.

The center recently created a new entrepreneurship advisory board of about 25 individuals who are active in mentoring the center's students, providing internship opportunities, judging in the business plan competition, and helping to raise money for the program. Of note in fundraising is that one board member, Don Parachini, recently donated \$1 million to the program to fund a professorship and undergraduate scholarships in social entrepreneurship. The center has a good reputation externally, as evidenced by the high rankings for

the program in *Entrepreneur Magazine* in recent years.

WHERE THE UNIT IS HEADING

The center intends to grow its program at the undergraduate and graduate levels with the inclusion of more students who are majoring in other areas and want to add the study of entrepreneurship. The Parachini scholarships and other similar initiatives are helping to achieve this growth. Other opportunities for growth exist with the federally funded Small Business Development Center, headquartered in Spokane, and the new Institute for Commercialization of Technology and Entrepreneurship, based at the Tri-Cities campus. Two newly assigned tenured faculty have focused their research on entrepreneurship and innovation, and at least four other faculty have joined the center as affiliate faculty members conducting entrepreneurship-related research. The center has focused staff and resources on helping students to find funding to actually launch their companies after participation in the business plan competition. Several teams have secured early-stage funding and more are in discussions with investors. All of these efforts are improving the quality and impact of the program.

EXHIBITS

- Exhibit COB-1 [Vision](#)
- Exhibit COB-2 [Strategic Plan](#)
- Exhibit COB-3 [Graduation Requirements](#)
- Exhibit COB-4 [Core Curriculum Task Force](#)
- Exhibit COB-5 [Revised Requirements](#)
- Exhibit COB-6 [M.B.A. Proposal](#)
- Exhibit COB-7 [M.B.A. Assessment](#)
- Exhibit COB-8 [Ph.D. Task Force](#)
- Exhibit COB-9 [Alumni Survey](#)

COLLEGE OF EDUCATION

Overview

The College of Education consists of the Department of Teaching and Learning, the Department of Educational Leadership and Counseling Psychology, and a number of support units. It offers degree programs that prepare teachers for elementary school, secondary school, and college instruction; specialists and researchers in a variety of educational fields; administrators for schools, colleges, and universities; and sport-related specialists for private and community agencies. The college also provides professional training in movement studies, athletic training, sport management, counseling, and counseling psychology. It offers a variety of educational services to local school systems.

The college is a member of the American Association of Colleges for Teacher Education (AACTE) and the University Council on Educational Administration (UCEA). Teacher education curricula at all degree levels are accredited by the National Council for Accreditation of Teacher Education (NCATE). The program in counseling psychology is accredited by the American Psychological Association (APA), and the program in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Applied research services are provided to education and health-related agencies throughout the United States and internationally. Through the college's School and Community Collaboration Center (SCCC) and College of Education Assessment and Evaluation Center (AEC), faculty are available for consultant purposes, school studies, professional development programs, school seminars, and community conferences in the departmental specialties.

In addition, faculty members throughout the college are well respected throughout the state of Washington, including by the Office of the Washington State Superinten-

dent of Public Instruction (OSPI). College faculty and administrators have solid cooperative relationships with schools, school districts, and other external stakeholders.

Vision

By the year 2015, the College of Education will have achieved national recognition for its academic programs in preparing school, community, and health professionals.

Mission

The College of Education addresses the needs of communities, individuals, and educational institutions in a diverse society by promoting development of students, faculty, and staff through leadership, scholarship, and professional practice.

Conceptual Framework

The college's NCATE-required conceptual framework, which serves as a guide for all aspects of the unit's certification programs, can be summarized as follows:

The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. The college facilitates engaged learning and ethical leadership in schools and clinical settings. It seeks collaboration with diverse constituencies, recognizing its local and global responsibilities to communities, environments, and future generations ([Exhibits COE-1, COE-2, COE-3](#)).

Organizational Changes

At the time of the last NWCCU accreditation review, the College of Education was comprised of three academic departments: (a) Teaching and Learning; (b) Educational Leadership and Counseling Psychology; and (c) Kinesiology and Leisure Studies. The Department of Kinesiology and Leisure Studies was eliminated in early 2001,

including discontinuing the undergraduate program in exercise science and relocating undergraduate programs in athletic training and movement studies to the Department of Educational Leadership and Counseling Psychology. The undergraduate and graduate programs in recreation and leisure studies were phased out, and the graduate program in exercise science was moved to the program in health sciences, exercise physiology, and metabolism at the WSU Spokane campus. In the case of each discontinued program, students already admitted to that program were provided with ample opportunity to complete all degree requirements before the program was phased out.

In 2003, the undergraduate program designed to prepare public school teachers in health and fitness education was moved from the Department of Teaching and Learning to the Department of Educational Leadership and Counseling Psychology, consolidating all the academic programs related to sport and physical education (i.e., athletic training, movement studies, health and fitness, and sport management) in one department. In 2007, the physical education activities program, originally housed in the Department of Kinesiology and Leisure Studies and administered through the dean's office between 2001 and 2007, was also added to the programs of the Department of Educational Leadership and Counseling Psychology.

Sweeping changes were made in the teacher education programs as a result of a five-year Teacher Quality Enhancement Grant (Co-TEACH, 1999-2004) by the U.S. Department of Education. The project, funded for \$9.65 million, was a collaborative partnership among the colleges of education, liberal arts, sciences, and the general education program; four community colleges; Northwest Indian College; and public or tribal schools serving high-need populations in the state. One important outcome is that the faculty and staff involved in the grant created greater alignment of College

of Sciences courses with national standards in science ([Exhibit COE-4](#)).

Health and fitness, athletic training, and movement studies programs have recently been revised so that they now operate as a unit under the umbrella of kinesiology programs. These programs share a common core of courses, and faculty meet regularly to discuss student performance and to consider program changes that will better meet the CAATE accreditation requirements and the NCATE requirements.

The four full-time faculty in sport management are involved in an exercise to build consensus on the direction for the program. At the same time, they are working to strengthen the master of education degree with specialization in sport management. All of these programs (kinesiology and sport management) are high demand majors, with about twice as many applicants as the college is able to accept. Recently, admission requirements were made more rigorous to ensure that the strongest applicants are accepted.

The most sweeping change in graduate education resulted from participation in the Carnegie Initiative on the Doctorate, initiated in 2003. The most pronounced outcome for the College of Education was the development of a new 13-credit research core for all Ph.D. students in education.

The Department of Teaching and Learning began a major self-directed study of its programs and specializations in the fall of 2006, concluding that its graduate programs were in need of restructuring ([Exhibit COE-5](#)). The focus of work has been the development of two additional parallel Ed.D. degree specializations: one in community college leadership and the second in teacher leadership.

Issues Impacting College Effectiveness

The Washington Higher Education Coordinating Board has identified "high need" areas in which there is a current shortage of

professionals. The college is poised to make a significant contribution in these designated areas of teacher preparation: math/science, special education, and English as a second language. Faculty and programs have been added in these areas. The state of Washington has also identified early learning as important for all state institutions to address. The college is now recruiting new faculty in that field and will develop graduate programs to prepare qualified professionals.

At the present time, approximately 60 percent of the superintendents in the state of Washington are graduates of the WSU demonstration program and, with the recent initiation of a statewide Ed.D. program that will reach placebound students, the number of doctoral graduates is expected to increase.

Budget Allocations, Hiring, Program Decisions

The strategic goal to increase research productivity of the college has led to (a) establishing an associate dean for research and graduate studies position; (b) establishing a small-grants program (Faculty Funding Awards); (c) increasing faculty travel money and developing grant workshops; (d) authorized hiring of a grants assistant; (e) directing college fund-raising efforts to support research (Faculty Fellowship program); (f) sponsorship of faculty forums to share research; and (g) encouraging more grants and research among faculty and graduate students.

The college has closed some programs to reallocate funds to other higher priority needs. For example, the Pullman-based 2+2 programs were closed at remote locations in the state and redirected funds were used to improve other academic programs. Two programs—graduate level preparation for elementary and for secondary certification—were merged into a single M.I.T. degree with two options.

The college developed statewide Ed.D. programs to respond to student needs as well as to meet the WSU strategic goal of serving more doctoral students. Services provided to graduate students were improved by adding a central graduate studies office within the college and developing graduate recruiting plans.

Evidence of Effectiveness

Benchmarks were established within the college in 2005 to support the overall goal of enhancing its reputation. [Exhibit COE-6](#) summarizes annual progress made between 2004 and 2007 on specific indicators for each benchmark.

Student degree and certification programs are well designed and continually reviewed. Certification programs in teacher, administrator, school counselor, and school psychologist preparation are accredited by NCATE and approved by OSPI. A notable strength of the college centers around the leadership team—the dean, associate deans, and department chairs—who work collaboratively in an effort to meet the needs of students and faculty.

Each program that leads to certification for school professionals utilizes a set of comprehensive assessments that measures student performance relative to national, state, and college standards for the profession, as well as the learning outcomes for the degree. Assessment data on student performance are reviewed at least annually to identify trends in student learning and to target areas for change in order to improve the learning of future students ([Exhibit COE-7](#)).

The college also utilizes placement data for each of three general programs: the initial teacher education program, the school administration preparation program, and the program designed to prepare counselors (master's level) and counseling psychologists.

Where the College Is Heading

College of Education faculty members do research in a host of content fields (<http://education.wsu.edu/research/topics>). A major goal for the college will be to increase the research status of the unit. Reduction in the standard teaching load from five to four courses per academic year was instituted in 2004 as a way to increase the time available for faculty members to devote to scholarly productivity. The dean and department chairs also developed a policy for reducing the teaching load of new hires beginning tenure-track positions. The total annual research output has increased in key areas such as the number of refereed journal articles and number of books published. The overall percentage of faculty contributing to the production of scholarly works in key areas has increased during the study period.

The University is expanding its efforts in the area of distance learning and globalization, and the college has responded by developing more distance learning programs. In addition, the college has increased opportunities for faculty and students to obtain international experience (<http://education.wsu.edu/overview/dean>).

ACADEMIC UNITS

Department of Teaching and Learning

The department, comprised of 39 tenure-line faculty members, 5 full-time clinical faculty members, and 4 full-time student teaching supervisors (www.education.wsu.edu/+1/faculty), offers an undergraduate degree in elementary education and a professional education curriculum leading to secondary education certification for students who complete undergraduate degrees in secondary school content fields. In addition, the department offers graduate programs for persons who teach in the public schools, as well as for those who will become educational professionals in spe-

cialty areas. Student advising is seen as a central component of the preparation programs for both undergraduate and graduate students.

ASSESSMENT AND CHANGES MADE

At all programmatic levels, the Department of Teaching and Learning has engaged in examination of data (focus group interviews, surveys, employer surveys, student evaluations, enrollment figures) in the process of restructuring programs. Based on massive data collection and analysis, the elementary teacher licensure program was completely restructured in 2004, resulting in reduced numbers of students accepted into the program; a cohort model; coherent, coordinated, and developmental curricula; and strong student and employer evaluation/satisfaction data.

Based on faculty and student focus group data, the secondary program was revised during the 2006-07 year, with the new program delivery initiated in fall of 2007.

The graduate programs have been completely restructured. Weak specializations have been eliminated; four specializations have been merged into two (graduate level elementary licensure via the M.I.T. and secondary licensure via the Ed.M.); and the Ed.D. specialization in English as a second language and the Ph.D. specialization in literacy have been merged into the Ph.D. specialization of language and literacy. Other changes are in process.

In addition to major program restructuring, the department has an assessment system that collects student data throughout teacher licensure programs, examines that data each year across the four campuses, and makes minor changes on a regular basis. Program improvement is systematically embedded into the Department of Teaching and Learning programs and carefully documented for national accreditation purposes.

Department of Educational Leadership and Counseling Psychology

The Department of Educational Leadership and Counseling Psychology is currently comprised of 27 tenure-line faculty members, one full-time instructor, and 11 clinical faculty (<http://education.wsu.edu/elcp/faculty>). At the undergraduate level, students major in athletic training; health and fitness (a secondary teacher preparation program); movement studies; or sport management. At the graduate level, the faculty prepares professionals to work in school settings (administrators, counselors, and psychologists) as educational research and program evaluation specialists (educational psychology); and as the next generation of university faculty members in selected fields (administration, higher education, and student services). A nationally recognized,

American Psychological Association-accredited Ph.D. program in counseling psychology prepares professionals to work in mental health settings, university counseling centers, as members of university faculties, and/or to work in independent practice as mental health providers. Student advising is seen as a central component of the preparation programs for both undergraduate and graduate students.

The department's major contributions include:

- The athletic training program is CAATE-accredited and has strong ties to the WSU athletic department. Students pursue practical, hands-on experience with Pac-10 athletics and in the University's intramural sports program—one of the largest in the United States.

Figure COE-1
College of Education Student Outcomes

Initial Teacher Education Certificates Population Report by Category	2004-05		2005-06		2006-07	
	N	%	N	%	N	%
Total number of individuals completing initial teaching certificate program	463		426		431	
Total number of completers contacted for follow up survey	409	88%	388	91%	396	92%
Employed as teacher in-state:	216		208		215	
Public	203	50%	197	51%	209	53%
Private	13	3%	11	3%	6	2%
Employed as teacher out of state	23		30		34	
Public	20	5%	25	6%	29	7%
Private	3	1%	5	1%	5	1%
Employed as substitute teacher	117		111		98	
Still seeking teaching position	104	25%	103	27%	89	22%
Not seeking teaching position	13	3%	8	2%	9	2%
Employed in non-certificated position in school district	5	1%	1	< 1%	3	1%
Employed, non-teaching related, not seeking teaching position	10	2%	14	4%	15	4%
Employed, non-teaching related, but still seeking teaching position	8	2%	3	1%	7	2%
Unemployed, still seeking teaching position	4	1%	1	< 1%	1	< 1%
Unemployed, seeking non-educational employment	0	0%	2	1%	1	< 1%
Not seeking any kind of employment	4	1%	2	1%	2	1%
Primarily involved in graduate study	11	3%	10	3%	13	3%
Other	11	3%	6	2%	7	2%
TOTAL	409		388		396	

**Figure COE-2
Education Degree, Faculty, and TA/RA FTE Summary**

Reporting Unit	Degree		FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)	
Educational Leadership & Counseling Psychology	B.A. Sport Management		58	36.8	5.8	
	B.S. Kinesiology	Athletic Training	11			85
		Health and Fitness	19			
		Kinesiology	1			
		Movement Studies	54			
	Ed.M. and M.A. Education	Counseling	13 (EdM)			51
		Educational Leadership	38 (EdM)			
		Educational Psychology				
		Higher Education				
	Ed.D. Education	Educational Leadership	6			6
		Higher Education				
	Ph.D. Education	Counseling Psychology	9			12
		Educational Leadership	3			
Educational Psychology						
Higher Education Administration						
Teaching & Learning	B.A. Education		198	54.3	7.5	
	Master's in Teaching (M.I.T.)	Elementary Education	56			
		Secondary Education				
	Ed.M. and M.A. Education	Curriculum and Instruction	56 (EdM) 4 (MA)			
		English as a Second Language				
		Special Education				
	Ed.D. Education		1			
	Ph.D. Education	Cultural Studies	6			
		Language and Literacy Education				
Mathematics Education						
Special Education (formerly EdD)						

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

- The sport management program serves a prominent role as the only program of its kind in the Pacific Northwest.
- The kinesiology and sport management programs have become high demand majors for WSU undergraduates, with about twice the applicants as capacity.
- The APA-accredited Ph.D. program in counseling psychology has a strong focus on multicultural aspects of counseling. At 65 percent, it has one of the highest percentages of minority students at the University, which plays an important role in infusing multicultural issues into the clinical training and research environments.
- The graduate program in educational psychology provides assessment and consultations to school districts and service courses to graduate programs throughout the University.
- The department operates a highly regarded higher-education program that provides graduate degree opportunities to both WSU staff and full-time graduate students, thereby assisting the University with recruitment of strong student affairs staff.
- The educational leadership program is the first statewide Ed.D. program. It meets the needs of students statewide, and faculty and students work across all four campuses.

ASSESSMENT

See NCATE summary below and [Exhibit COE-7](#).

The School and Community Collaboration Center (SCCC) serves as the outreach arm of the College of Education, including the facilitation of professional development opportunities for K-12 administrators, teachers, and school districts in the state for academic credit, clock hours, and fee-for-service (<http://education.wsu.edu/collaboration>; [Exhibit COE-8](#)).

ANALYSIS, DISCUSSION, AND CONCLUSIONS

NCATE's most recent report noted that the College of Education met all the NCATE standards for initial (beginning-level) preparation programs and advanced (continuing-level) preparation programs. Summary findings include:

The percentage of faculty holding full professor rank has increased from 20.5 percent in 2004-05 to 24.7 percent in 2006-07, evidence that faculty members are moving through the promotion process and meeting the rigorous university requirements for the highest academic rank. At the same time, the average salary for faculty at all academic ranks has increased, with the largest increase coming at the full professor rank (from \$71,320 in 2004-05 to \$80,569 in 2006-07). This change represents an effort by the dean of the college to reward highly productive and successful faculty, as well as to make up for some of the salary compression that had occurred at the full professor rank in previous years.

Another clear strength of the College of Education is its attention to diversity. Issues related to diversity are included in the curriculum and a conscious effort has been made to recruit and retain students of color. Although only 6.8 percent of current undergraduates in the teacher education program are students of color, 18.1 percent of current graduate students in the college identify themselves as students of color. This is in comparison to 9.2 percent of graduate students across all programs at the University.

As an NCATE-accredited professional education preparation unit, the College of Education has an assessment system in place for each program and area of specialization. The faculty of each program systematically collects outcome-based assessment and uses the results to judge the performance of students, assess the adequacy of the educational program, and make improvements. The assessment systems not only specify how and when data on students will be collected and evaluated, but they also include the collection and use of data obtained from

the students whom the college's students teach. In other words, WSU's system is required to define the program's success, in part, by how well students taught by students in the program learn.

EXHIBITS

- Exhibit COE-1 [Conceptual Framework](#)
- Exhibit COE-2 [College of Education Core Values](#)
- Exhibit COE-3 [Strategic Plan College of Education Overview](#)
- Exhibit COE-4 [Final Performance Report](#)
- Exhibit COE-5 [Graduate Restructuring](#)
- Exhibit COE-6 [Benchmarks](#)
- Exhibit COE-7 [Assessment Systems](#)
- Exhibit COE-8 [Overview of School Community Collaboration Center](#)

COLLEGE OF ENGINEERING AND ARCHITECTURE

Overview

The College of Engineering and Architecture (CEA) incorporates five academic units in Pullman and one in Vancouver:

- The School of Architecture and Construction Management
- The School of Chemical Engineering and Bioengineering
- The Department of Civil and Environmental Engineering
- The School of Electrical Engineering and Computer Science
- The School of Mechanical and Materials Engineering
- The School of Engineering and Computer Science (Vancouver)

Programs in mechanical engineering and computer science are also offered at the Tri-Cities campus using faculty from both Pullman and Tri-Cities. In addition, the college

offers a distance master's degree program in engineering and technology management at its several locations throughout the state.

Finally, there are five research centers based in the college:

- The Wood Materials and Engineering Laboratory
- The Center for Materials Research
- The Center for Environment, Sediment, and Aquatic Research
- The Bioengineering Research Center
- The Engineering Education Research Center

In addition, the directors of the university-wide Water Research Center and the Center for Environmental Research, Education, and Outreach (CEREO) are CEA faculty members.

The college's mission is "to provide a comprehensive education to a diverse constituency in engineering and architecture that prepares students to contribute effectively to the profession and society; for advanced study and for lifelong learning; to conduct research, integrated with education, in selected areas of excellence, within traditional disciplines and within interdisciplinary teams, technologically important and relevant to the region and nation; and to serve constituents through technology and design transfer partnerships and extended education programs." Its strategic plan can be found at ([Exhibit CEA-1](#)).

The college's roles within the University's strategic plan are to provide the best undergraduate education in engineering, computer science, architecture, and construction management; conduct world-class research and scholarship; and make significant contributions through technology transfer, extension, and outreach to the economic well-being of the state and region.

In fall 2007, the college employed a tenure-track faculty of approximately 120 and enrolled approximately 2,600 undergraduate students in Pullman. This number

represents a nearly 28 percent growth during the last 10 years and a 7 percent increase during the past 5 years. The growth of the CEA freshman class in fall 2007 was six percentage points higher than the growth in the WSU freshman class as a whole. Given this growth, along with growth from previous years, the number of students intending to study majors offered by the college now represents 20 percent of the incoming freshman class compared to 16 percent in 2003.

The quality of the students is also excellent. In 2006, the average SAT score for CEA entering freshmen was 1,158, which was 55 points above the average of all entering freshmen. In addition, 28 percent of freshman students who accepted admission into the honors program in fall 2007 intend to enroll in majors offered by the CEA.

Historically, the college has had a strong undergraduate program; all programs have been continuously accredited from the date that accreditation was first available for that program. The CEA's undergraduate programs are ranked 70th by *U.S. News and World Report* among engineering programs at doctoral universities.

During the last 10 years, industrial demand for CEA graduates has steadily increased. In the same period, the demand for architects has strengthened and demand for construction management graduates has increased dramatically. In the future, according to a Washington State Higher Education Coordinating Board report dated January 2006, the greatest educational needs in the state of Washington are for engineers and computer scientists. This need represents an opportunity for the CEA and it will strive to meet the needs of the state. In recent years, to meet growing demand, the college has:

- Introduced the master of architecture program as the terminal degree for architectural practice
- Doubled the size of the construction management program
- Added a new B.S. program in bioengineering

- Established new programs in mechanical engineering and computer science at the Vancouver campus, plus an electrical engineering program for 2008
- Restarted an electrical engineering program at the WSU Tri-Cities campus
- Made significant investment in new faculty positions for both mechanical and civil engineering in order to meet growth in student demand
- Made significant investment in recruiting senior computer science faculty

Recognizing that the diversity of engineering students in the future will more closely reflect the changing demographics of the country (i.e., more women and underrepresented minorities), the CEA has aggressively established programs to recruit and retain more of these individuals. In fact, National Science Foundation support in excess of \$4 million has been obtained to work on pipeline issues that will improve recruitment and retention of these students. Programs include community awareness of science and engineering; programs to improve mathematics and science instruction in K-12; programs to recruit students into community college pre-engineering tracks; and programs designed to retain women and underrepresented minorities. It is noteworthy that a CEA staff member was one of nine national recipients of Presidential Awards for Excellence in science, mathematics, and engineering mentoring.

One of the main sources of engineering students is the state of Washington's extensive community college system. Approximately 20 of these schools have official pre-engineering programs and approximately 50 percent of WSU's engineering graduates began their study at a community college. For this reason, each of these schools is visited (at least) annually by the associate dean or a member of his staff and semi-annual meetings of the Washington Council on Engineering and Related Technical Education (WCERTE), a group of

four-year and two-year school engineering faculty, are regularly attended. In addition, the associate dean has served as co-chair of a statewide committee to establish major ready pathways (within the associate of science degree) designed to ensure that community college engineering transfer students are “junior ready.” Studies have shown that students who follow these pathways are only two or three semester credits behind students who start their studies at WSU when they begin their junior year.

Finally, there are several new programs in the CEA designed to produce an “experience-enhanced education” for the college’s students. These programs include:

- An entrepreneurship institute with programs to provide an understanding of new business creation to undergraduate and graduate students and faculty
- An enhanced and expanded Research Experience for Undergraduates program largely funded by NSF for about 40 students each summer
- A new program that makes it easier for engineering students to get credit for study of foreign language
- New programs designed to allow engineering students to study abroad without interrupting their engineering curricula

The CEA offers master’s degrees in architecture; chemical engineering; civil engineering; computer science; computer engineering; electrical engineering; engineering management; environmental engineering; materials science and engineering; and mechanical engineering.

The master’s degree is an entry-level degree for all students who plan to enter the architecture profession. It serves engineering disciplines as an advanced degree for positions that require education beyond the baccalaureate degree, and it also serves students with baccalaureate degrees in closely related areas such as mathematics or physics who desire to enter the engineering profession. It

also serves working engineers who desire to improve their skills either in engineering or in management.

The CEA also offers doctoral (Ph.D.) degrees in chemical engineering; civil engineering; computer science; electrical and computer engineering; mechanical engineering; and an interdisciplinary doctoral degree in engineering science. It is the major participant in the interdisciplinary doctoral program in materials science.

The purpose of all of the college’s doctoral programs is to provide students an opportunity to participate in cutting-edge research with world-class faculty members. In addition to placing students in leading companies such as Intel and Boeing, many CEA graduates are pursuing successful careers in national laboratories and academe. As with most engineering programs in the U.S., a large fraction—currently 68 percent—of the college’s doctoral students are from overseas.

One of the college’s goals is to increase the total number of doctoral students and the number of U.S. citizens enrolled. International students will continue to play an important, indeed essential, role in the CEA’s research activities. Consequently, there is no plan to simply increase the number of domestic students at the expense of international students, but to increase the numbers of both U.S. citizens and international students.

The first two strategic goals of the college (the ones most affected by budget allocation) are to offer the best undergraduate experience in a research university, and to nurture a world-class environment for research, scholarship, graduate education, the arts, and engagement.

In addition to the college efforts noted above, through the state’s “high demand” funding process the CEA has been able to address the first goal by reducing the size of classes and hiring additional faculty in areas that are growing rapidly.

The second goal has led the college to move to a model in which vacancies and accruals revert to the control of the dean, making it simpler to reallocate financial resources according to strategic priorities and needs. Thus funds have been allocated into selected faculty clusters (e.g., renewable energy, sustainable design, clean power, smart networks, and microelectronics) to achieve critical mass. Recently, the college has also benefited from a university program to allocate additional funds to units that aggressively increase the number of graduate students supported on external funds.

Evidence of Effectiveness

Except for the B.S. in architecture, all undergraduate degrees offered by the CEA are separately accredited by professional organizations. The master of architecture is similarly accredited, and all students who practice architecture must pass through this degree in order to eventually become licensed architects. In all cases, the accreditation agencies require the establishment of benchmarks and related goals along with measurement of progress toward these goals. Further, each agency requires that student learning outcomes that satisfy specified criteria be established, that these learning outcomes be regularly measured, and that the programs be continuously improved based on these measurements.

The engineering degrees are accredited by the Engineering Accreditation Commission of ABET, the computer science degrees are accredited by the Computing Accreditation Commission of ABET, and the construction management degree is accredited by the American Council of Construction Management. Initial accreditation has been sought for the B.S. in bioengineering and for the new degrees on the Vancouver campus. The benchmarks for each program, as well as student learning outcomes (with assessments), are described in the documents related to these accreditations ([Exhibit CEA-2](#)).

One notable change in the assessment procedure is the transformation of student class evaluations from paper to online. This has happened during the last three years and has been quite successful. Of special note is the fact that the response rate is within about eight percentage points of the response rate when paper was used.

The retention rate of students who arrive at WSU intending to major in an engineering field is about 40 percent, which is lower than desired, and varies widely by major within the CEA. A significant percentage of the students who are not retained have excellent records. Changes based on the retention analysis include:

- Reducing the size of sections in the freshman introductory course by 50 percent, staffing it with more senior faculty, and making laboratory experiments more relevant.



- Staffing gateway courses with some of the college's best teaching faculty. This has been demonstrated to improve retention by 10 to 15 percent.
- Establishing a living-learning community (in cooperation with the College of Sciences) in two residence halls with common classes, on-site tutoring, and programs designed to introduce lower-division students to faculty and upper-division students. The retention rate in science and engineering for students in these residence halls is 25 percentage points higher than for similar students in other halls.
- Establishing a new introductory course sequence in computer science designed to provide different starting points for students with a variety of technical backgrounds.
- Working closely with the mathematics department to incorporate engineering examples into calculus courses.
- Providing study space, computers, lockers, and 35 hours of free tutoring at a CEA student center located near the dean's offices.

Unlike the extensive assessment of engineering undergraduate programs by ABET, there is no national accreditation for graduate programs in engineering. However, the CEA is using specific benchmarks to develop goals for assessing the graduate experience within the college, including:

- Graduate enrollment as a percentage of total enrollment
- Ph.D. enrollment as a percentage of total graduate student enrollment
- Average GRE scores of incoming students
- Average GPA of incoming students
- Graduate student advisees per faculty member
- Total graduate student enrollment

Targets based on these benchmarks are designed to compare the college with its

peer universities. In addition, the CEA also participates in the *U.S. News and World Report* statistical survey of engineering schools. Overall, the college's graduate engineering program was ranked 80th out of 191 graduate engineering colleges in 2007 and 77th nationally in 2006.

The engineering and technology management (ETM) program is a distance-degree program for working professionals whose pay, performance, and advancement hinge on their ability to apply the knowledge they have acquired to the management of projects and programs within their organizations. When assessing this program, the CEA examines both the effectiveness of the technology used to deliver the program and the curricular content, its relevance, and impact. Academic Media Services (AMS) has been responsible for initiating, operating, and maintaining the varied delivery technologies utilized during the program's 25-year history. At the end of each semester, AMS surveys the students about the effectiveness of the technology and associated courseware. The results of these surveys are reviewed by AMS and the program faculty to make adjustments to the technology and the way that it is used.

When assessing curricular content, the college relies on student surveys and informal student feedback, often through the mentoring of the students' capstone projects. The importance of the student feedback as an assessment tool cannot be overstated. The students in this program are professionals who communicate openly and are well prepared to judge the value of individual courses and the program as a whole. In addition, the college relies on feedback from the students' supervisors who describe the value of the program to their employee's development. This feedback has been used to make major adjustments to the curriculum. In summary, the ETM program assessment is a continuous process, much of it done in real time. The program relies heavily on the principle of total continuous improvement (TOC), a topic that the CEA

teaches, as a way to maintain a program of relevance and impact.

Self studies prepared for ABET 2007 accreditation visits can be found in (Exhibit CEA-2). The benchmarks for each program as well as student learning outcomes and their assessments are described in those documents.

Where the College Is Heading

The primary issues impacting the effectiveness of the college are (1) recruiting and retaining both faculty and students; (2) diversity of the faculty and the student body; and (3) student pipeline issues. Of specific concern are the increasing value of start-up packages expected by new faculty; accommodating partners of faculty recruits; and the ease of the transfer process for students coming in from other institutions.

To support faculty retention, the CEA has implemented mandatory mentoring of all tenure-track faculty; instituted a new college-specific faculty orientation series that supplements WSU's faculty orientation program; is hiring in research-area clusters; and is offering seed grants, proposal writing assistance, and teaching effectiveness workshops.

To promote faculty diversity, the CEA has hired a faculty recruitment coordinator for search committee assistance who has initiated active recruiting efforts beyond advertising. The CEA has utilized WSU's partner accommodation program numerous times and has offered to its faculty candidates work-life programs on campus, including maternity leave and part-time, on-track appointments. In addition, the CEA is actively seeking external resources to assist in faculty diversity and has pending NSF ADVANCE and Department of Education proposals.

The CEA uses many sources to raise funds for start-up costs, including salary accruals from faculty vacancies; omnibus funds; F & A returns to both department and col-

lege; unrestricted funds from private donations; endowments; and foundation/grant funds (e.g., Murdock Foundation and NSF MRI).

ACADEMIC UNITS

Architecture and Construction Management

The School of Architecture and Construction Management is dedicated to the education of future architects and construction managers who are intellectually aware and who critically understand social, political, and global conditions that have an impact on the profession of architecture and construction management.

This year, *Design Intelligence* ranked the undergraduate program in architecture fifth in the 13 western states (21 programs), and ranked the six-year-old graduate program fourth. Four faculty members have received national awards for teaching, and one has received WSU's prestigious Sahlin Award for teaching.

The construction management program consistently sees full employment of all students, with each typically receiving at least three offers prior to graduation.

With support from state "high demand" funding, enrollment has doubled to 50 during the last two years, with faculty positions also doubled.

WHERE THE UNIT IS HEADING

Expansion in the architecture graduate program is a priority, with an enrollment goal of 50 new graduate students each year. With the increase in graduate applications for fall 2008, the program expects to achieve this goal. Expansion of interdisciplinary activities is a second goal, which is exemplified by the newly created Institute for Sustainable Design, which merges architecture, construction management, civil engineering, and the Wood Materials Engineering

**Figure CEA-1
College of Engineering and Architecture Degree, Faculty, and TA/RA FTE Summary**

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)	
Architecture & Construction Management	B. Architecture (phased out 2002)	3	26.1	6	
	B.S. Architectural Studies	52			
	B.S. Construction Management	36			
	M. Architecture	23			
	M.S. Architecture	2			
Chemical Engineering and Bioengineering	B.S. Bioengineering	9	10.3	8	
	B.S. Chemical Engineering	21			
	M.S. Chemical Engineering	7			
	Ph.D. Chemical Engineering	1			
Civil & Environmental Engineering	B.S. Civil Engineering	70	25.8	17	
	M.S. Civil Engineering	17			
	M.S. Environmental Engineering	8			
	Ph.D. Civil Engineering	10			
Electrical Engineering and Computer Science	B.A. Computer Science	6	44.5	33	
	B.S. Computer Engineering	11			
	B.S. Computer Science	36			
	B.S. Electrical Engineering	56			
	M.S. Computer Engineering	1			
	M.S. Computer Science	6			
	M.S. Electrical Engineering	10			
	Ph.D. Computer Science	4			
Ph.D. Electrical Engineering	4				
Engineering & Arch Interdisciplinary	M.S. Engineering	2	1.5	3*	
	Ph.D. Engineering Science	8			
	Engineering and Technology Management Program	M. Engineering and Technology Management	24	2	0
Mechanical and Materials Engineering	B.S. Mechanical Engineering	94	23	22.8	
	B.S. Manufacturing Engineering (phased out in 2004)	1			
	B.S. Material Science & Engineering	8			
	M.S. Mechanical Engineering	18			
	M.S. Material Science & Engineering	4			
	Ph.D. Materials Science				
Vancouver School of Engineering and Computer Science	B.S. Computer Science	10	11	NA	
	B.S. Mechanical Engineering	20			
	M.S. Computer Science	0			
	M.S. Mechanical Engineering	1			

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

Laboratory (WMEL), and by the integrated education series, which integrates architecture and construction management. Recent accomplishments such as the solar decathlon respond to priorities of the governor and legislature for green development.

School of Chemical Engineering and Bioengineering

The mission of the School of Chemical Engineering and Bioengineering is that graduates will have a well-rounded education based on both theory and experimentation that will fully prepare them for the careers of their choice or for further education.

Within six months of graduation, virtually all graduates from the chemical engineering program are either employed within their field or enrolled in graduate school. Starting salaries for WSU students receiving a B.S. in chemical engineering in 2007 averaged \$61,400. Research expenditures per faculty member in the school are the second highest in the college despite some recent turnover in faculty. A three-member faculty team won the only Life Science Discovery Fund award granted to WSU, supporting the potential to create novel tools for the rapid detection of heart disease. Bioengineering research expenditures are growing very rapidly. In 2007, expenditures were approximately \$175,000 per tenure-track faculty member. Discussions have been held with veterinary medicine and pharmacy about the creation of a multi-disciplinary graduate program in bioengineering.

WHERE THE UNIT IS HEADING

Chemical engineering is poised to be an integral part of WSU's high-level effort to become the premier leader in clean technology. This area represents a significant portion of the program's future research portfolio, which will also lead to growth in graduate student numbers.

Department of Civil and Environmental Engineering

The mission of the Department of Civil and Environmental Engineering (CEE) is to provide a premier undergraduate education in civil engineering that prepares graduates to contribute effectively to the profession and society; for advanced study and for life-long learning; to conduct world-class disciplinary and interdisciplinary research that is integrated with both graduate and undergraduate education in selected areas of excellence; and to serve a diverse constituency through technology transfer, public service, and outreach.

Strategic changes and investments within the department resulted in a 31 percent increase in the number of enrolled graduate students in 2007. Research expenditures in 2007 per faculty FTE were \$206,900 compared to \$267,000 for peer institutions. Continued growth in extramural funding is expected as the numerous new CEE faculty members hired during the last few years mature and become more productive. CEE faculty provide leadership to research centers across the University, including the Laboratory for Atmospheric Research (LAR), the Wood Materials and Engineering Laboratory (WMEL), the Center for Environmental Research, Education, and Outreach (CEREO), the state of Washington Water Research Center (WRC), the Transportation Research Center (TRAC), and the new Institute of Sustainable Design (ISD). The average Web of Science h-factor, a recognized measure of research impact through citations, is 8.5. Six CEE faculty members have h-factors of 11 or higher, and three have h-factors of 19 or higher. Many serve as editors of national journals and on national review panels. Two faculty members have been elected as fellows of their professional societies. CEE faculty members hold nine patents or patent applications.

WHERE THE UNIT IS HEADING

Undergraduate enrollment in civil engineering is at capacity, and no immediate future growth is planned. Continued increases in graduate enrollments are a priority for the department. The Graduate School recently provided significant funds to the Laboratory for Atmospheric Research to enhance graduate education in environmental and atmospheric sciences. Even greater emphasis on trans-disciplinary activities is expected in the future. Additional support will be sought from various sources and through creative partnerships to enable investment in key strategic initiatives, specifically in sustainability, materials development and the environment, to support and grow graduate education and research in these areas.

School of Electrical Engineering and Computer Science

The School of Electrical Engineering and Computer Science's (EECS) mission is to educate graduates for professional leadership, civic influence, and lifelong learning; to provide education based on theoretical, experimental, and ethical foundations and enhanced by opportunities for participation in research, internships, international studies, and interdisciplinary programs; and to conduct research and develop technology to address present and future societal problems.

The last six years have seen a steady increase in incoming Ph.D. students, with twice as many entering in 2007-08 as in 2003-04. M.S. students (thesis option) have an average of one journal or conference paper and Ph.D. students have an average of two journal publications. The power systems engineering program is ranked 11th nationally in research expenditures. EECS's world-class faculty includes a member of the National Academy of Engineering and six fellows of national professional societies such as IEEE and the Institute of Physics. EECS graduate students have been nation-

ally recognized, including two National Science Foundation (NSF) Fellowship recipients, one Department of Homeland Security Fellowship recipient, and three NSF Honorable Mention awards.

WHERE THE UNIT IS HEADING

The school has already made significant investments to enhance a student internship program (and plans to make more); to expand its NSF REU program in computer science to electrical engineering and computer engineering; and to expand its participation in international and entrepreneurship programs. EECS was recently ranked the top program at WSU in the Graduate School's Tuition Buy-Down Program, having demonstrated the largest increase in the number of R.A.-supported Ph.D. students. The school plans to continue efforts to double the size of the graduate program in the next five years. In electrical engineering, the focus will be on clean power and power engineering (Center for Reliable and Renewable Electricity). The school is currently recruiting two tenure-track faculty (one in Pullman and one in Tri-Cities) and one clinical faculty (Pullman) in support of this high-priority area. In computer science, intelligent networked systems (Center for Intelligent Network Systems) and bioinformatics have been identified as high-priority areas. The school is currently recruiting a tenure-track faculty member in the networking area and plans to recruit a research faculty member in bioinformatics as a joint appointment with Pacific Northwest National Laboratories. In addition, the school will continue to support microelectronics (the Center for Design of Analog-Digital Integrated Circuits) as a high priority research area.

School of Mechanical and Materials Engineering

The mission of the School of Mechanical and Materials Engineering (SMME) is to educate engineering students to be

successful, world-class professionals capable of dynamic contributions in contemporary engineering practice, research, and development.

SMME combines the two disciplines of mechanical engineering and materials science and engineering under one administration and budget. This has resulted in a very strong collaboration in research between the mechanical engineering and materials engineering faculties. Programs have been built up through collaboration with other departments within the University, such as the Bioengineering Center, the Center for Materials Research, and the materials science program.

The SMME graduate program has grown significantly in student numbers and student quality during the last decade, due primarily to growth in research funding, which has nearly doubled since 2002. The annual research expenditures by SMME faculty (including the Bioengineering Center and the Center for Materials Research in the CEA) totaled about \$4.2 million in 2006-07.

The school is a leader in the processing, testing, and characterization of materials with emphasis on nanomaterials. Researchers have also been designing and developing new materials for improved safety and energy efficiency. The SMME leads the Northwest and the nation in computational materials science and engineering research. The school has also been a national leader in the development of portable power systems, becoming the first to develop the world's smallest engine. SMME faculty have also been national leaders in the use of virtual reality in manufacturing. The school's faculty and students published 71 journal articles, 56 refereed conference papers, and made 55 technical presentations during 2006. This corresponds to about 3.35 journal articles, 3.15 conference papers, and 2.77 technical presentations per FTE tenure-track faculty.

WHERE THE UNIT IS HEADING

The SMME believes that its twenty-first century engineers face an aggressive, global, and rapidly changing working place. Engineers must possess social, communication, and management skills that enable them to succeed in highly diverse local and global environments in addition to the technical skills and knowledge traditionally provided in an engineering program. Therefore, the school has developed plans and strategic initiatives to provide for fundamental transformations in undergraduate education centered on active learning and student empowerment that will accelerate learning and increase the student knowledge base. Building on existing research strengths in the school, SMME leaders have developed additional strategic initiatives in the areas of energy and materials.

School of Engineering and Computer Science—Vancouver

The School of Engineering and Computer Science (ENCS) at WSU Vancouver was established in 2004 with a mission to provide high-quality education that prepares graduates for success in professional practice and advanced studies. It provides this education through small-size undergraduate and graduate programs that allow close interaction between faculty and students. The school's mission also includes performance of applied and fundamental research through engagement with area industry and the pursuit of scholarly activities by its faculty.

The faculty is engaged in the scholarship of teaching and effective curriculum development funded by the Murdock Charitable Trust and the National Science Foundation. Recently, an undergraduate course project in computer science led to the first spin-off company from the school. Ten students and a faculty member established "GeoMonkey"—a Web site that allows the building of customized maps ([Exhibit CEA-3](#)). Since 2004, six graduate students have

presented at professional conferences and 29 papers were published in peer-reviewed conference proceedings and journals with graduate students as authors or co-authors.

Since 2004 the faculty have participated in 14 international conferences. Ongoing collaborative research projects are taking place with researchers in South Korea, China, and Turkey. The faculty impact their profession with engagement in professional societies as officers (4), as session organizers (5) as chairs/moderators in professional conferences (8) and reviewers for scholarly journals (11).

WHERE THE UNIT IS HEADING

The school's primary goals are to: (1) offer the best undergraduate and graduate programs in mechanical engineering and computer science in the Vancouver/Portland metropolitan area; (2) build regional and national recognition in strategic research areas; (3) support regional economic development through research partnerships with industry; and (4) increase the participation of domestic students. The faculty has already been very successful in building research programs in several areas. The research partnership with NASA and the USGS, funded by a \$1.6 million grant, and partnerships with local industry in thermal management of a micro-scale laser and micro-scale fatigue stress research, have already brought recognition.

Wood Materials Engineering Laboratory (WMEL)

The WMEL is an interdisciplinary program administered through the College of Engineering and Architecture with strong ties to the Department of Civil and Environmental Engineering. WMEL faculty received more than \$10 million in external funding during the last five years. The laboratory's research activities provide novel structural and materials solutions by developing new building materials from myriad recycled and renewable resources. The WMEL has developed

innovative structural systems to effectively utilize these new materials while maintaining economic viability, public safety, and standards for sustainability. Civil and environmental engineering and WMEL faculty are active in the development of building codes and standards for use of wood-plastic composites in decking structures and for straw-based structural-use panels for building construction.

Center for Materials Research

The Center for Materials Research was established at WSU in 1993 to strengthen interdisciplinary collaboration among faculty members and to facilitate research and education in materials science. Administered jointly by the College of Engineering and Architecture and the College of Sciences, it has grown to include more than 25 researchers from various disciplines. The center offers the opportunity for researchers in diverse fields to connect with funding sources to find interdisciplinary answers to advanced materials problems. The faculty at the center address these research questions with some of today's most sophisticated scientific equipment.

Center for Environmental, Sediment, and Aquatic Research

WSU established the Center for Environmental, Sediment, and Aquatic Research in 1996. The center's research is designed to gain a better understanding of the factors that affect the fate and transport of contaminants in the environment. An emerging area of research for the center is focused on contaminated sediments and their effect on ecosystem health. The mission of the center is to perform interdisciplinary research that provides cutting-edge solutions to important environmental problems for industries and government agencies to transfer this technology to industry and to educate the next generation of environmental professionals.

Bioengineering Research Center

The Bioengineering Research Center was established in the spring of 2002. By joining efforts collaboratively, researchers are hoping to attract grants, particularly from agencies not traditionally associated with engineering, such as the National Institutes of Health. Research foci of the center include musculoskeletal disease and functional restoration, bioprocessing, and biocomputing.

Engineering Education Research Center

The Engineering Education Research Center fosters interdisciplinary teams among engineering and education scholars. The center facilitates research into innovative and effective educational practices and technologies that advance engineering education. The mission of the center is to enable engineering faculty to achieve and document exceptional learning, growth, and commitment in engineering students; to attract and retain diverse, demographically representative populations along the engineering pipeline; to enhance teacher education programs and partnerships that give K-12 teachers confidence and competence in employing engineering applications in the teaching of mathematics; to elevate the scholarship, stature, and professional advancement of participating engineering and education faculty; and to advance the recognition and rewarding of educational scholarship across the University.

EXHIBITS

Exhibit CEA-1 [Strategic Plan](#)

Exhibit CEA-2 [Benchmarks, Assessment, ABET self-studies](#)

Exhibit CEA-3 [Vancouver Engineering](#)

COLLEGE OF LIBERAL ARTS

Overview

The College of Liberal Arts (CLA) includes 24 departments and programs, 13 interdisciplinary units, and 9 service centers. On the Pullman campus, the college has a total budget of \$33,711,751 and serves nearly 4,400 majors, 474 of whom are graduate students. Many of the University's general education requirements are met in the CLA. The college's faculty includes 71 assistant, 70 associate, 64 full, and 4 Regents professors. In addition, the CLA has 25 clinical-track faculty, 73 instructors, lecturers, and other non-permanent faculty, for a total of 317. The college has 268 graduate teaching and research assistants, 40 civil-service staff, and 63 administrative/professional staff. Numerous other staff and students, and commensurate budgets, are included on WSU's other campuses.

Context

Locally to globally, change is now so rapid that each generation will likely confront more new information in one week than our ancestors encountered in their lifetimes. The common threads that enhance and connect human lives, educational endeavors, and society are found in traditional fields of study and enterprise, combinations and integrations of these, and new fields. To effectively respond to change, human beings must continually connect these fields to examination of three fundamental elements of people and society: who we are, how we interact, and what we create. The CLA is positioned for this response ([Exhibit CLA-1](#)).

Mission

The College of Liberal Arts attracts world-renowned faculty. It fosters an open and diverse environment in which faculty and students engage in wide-ranging research, artistic creativity, humanistic inquiry, global learning, and community involvement. The college opens the door for students to have life-changing experiences and to become life-long learners who think creatively and critically about the future and contribute to making a better world.

Vision

The College of Liberal Arts contributes significantly to WSU's aspiration to become a more AAU-like institution. The college is uniquely positioned to develop the human, social, and cultural resources vital to the future competitiveness and economic vitality of WSU's graduates and the state of Washington. The college's excellence in communication, creativity, cultural fluency, environmental sustainability, equity and diversity, instructional delivery, and public policy extends its impact well beyond the state.

Undergraduate Experience

The College of Liberal Arts serves all undergraduates, either as majors and minors, or through the general education courses. About 40 percent of total GER credits taken are in the college. The number of CLA majors has increased by 12 percent from 2003 to 2006. In that time, most units also increased their number of majors.

The college's students perform well on measures assessed at the University level, especially the writing portfolios. In the CLA, most academic units had significantly fewer students at the "Needs Work" level than in other colleges. In addition, many of the portfolio readers are faculty in the college, a reflection of the service of CLA faculty to the WSU community.

World-Class Environment for Research, Scholarship, the Arts, Graduate Education, and Engagement

A number of College of Liberal Arts units are among those at WSU needing to improve with respect to doctoral enrollment, degree production, grantsmanship, stipends, and time to degree. The majority of graduate students are on at least a part-time teaching assistantship, especially in English, American studies, psychology, and sociology. However, only six CLA departments have funded any research assistants, and more would be of great benefit. Departments such as sociology and psychology are being encouraged to take further advantage of the minority graduate student development grants with the NSF, NEH, and NIH.

Based on journal publications, English (literature) and history have outstanding scholarly productivity, but most other departments in the college could improve in this area. It is recognized, however, that some faculty not primarily oriented toward journal publication are very productive in ways appropriate to their fields.

With the mean well below peer institutions as well as below other WSU colleges, salaries remain a challenge for recruitment, retention, and overall faculty job satisfaction.

The CLA is deeply engaged in community service. The college considers service to the University and community at large, as well as extensive service to professional fields, to be part of its mission. Every CLA department has faculty who are engaged in responding to such needs. Examples of this service are included in the related exhibits.

Issues Impacting College Effectiveness

The College of Liberal Arts' success in achieving its goals will depend upon continued efforts in existing areas of strength in the unit; on increased visibility of its efforts; on financial investments in the unit's contributions and areas of potential

preeminence; on diversifying the faculty, staff, and student body; and on efficient and effective use of new investments and existing resources. The CLA has identified major areas of collective strength, which provides a clearer basis for investment.

A college goal is to substantially increase interdisciplinary collaboration within WSU as well. To that end, the CLA completed an exercise in fall 2007, asking units to examine how they would re-allocate a portion of their existing budgets toward such collaborations. Several of the outcomes of this process now inform the CLA plan and the college's response to the Academic Affairs Program Prioritization process.

In 2004-05, the college had only \$1 million in externally funded research. In 2005-06, that amount rose to \$4.5 million, a level that has been sustained ever since. To achieve this result, two CLA associate deans formed a proposal support team, and the Office of Grant and Research Development and other partners assisted with some seed funding.

CLA is forward-looking and effective in providing opportunities for its students, staff, and faculty. New faculty resources in the 2006-07 biennium addressed priorities for instructional delivery and diversity; and new enrollment-based resources in summer 2007 addressed another large incoming freshman class. But a long-term disproportionate increase of instructional delivery and faculty and TA resources remains. The college's long-standing commitments to general education can continue but will require an enrollment-based response. The CLA contributions at regional campuses and in Distance Degree Programs can flourish but will require a commitment to sufficient funding.

At present, undergraduate students of color represent 15 percent of CLA students, an increase of 33.5 percent in the last decade. Among graduate students, the number of master's students of color has fallen, while Ph.D. numbers have risen considerably. The latter increase may decline,

however, with the smaller allocation of assistantships to American studies.

Increasing the number of faculty of color continues to be a high priority for new strategies and funding. Likewise, the college has been a strong partner in all of the student recruitment initiatives of the Division of Student Affairs, Equity and Diversity.

Strategic Goals Influence on Budget Allocation, Hiring, and Program Decisions

The CLA's 2007-2012 plan and 2007-09 biennial budget materials demonstrate the relationships among the college's mission and vision, its strategic planning, and its budgetary choices ([Exhibits CLA-1 and CLA-2](#)). Departments in the CLA developed "preeminence data" for their March 1, 2007, unit reports, which informed completion of the program prioritization matrices developed by the University.

The CLA has been discussing realignment of units for several years, some of which have been implemented:

- Music and theatre separated into the School of Music and the Department of Theatre and Dance
- The Edward R. Murrow School of Communication became the separate Murrow College of Communication
- The global studies minor is now advised in International Programs
- Initial steps were taken toward an official consortium of American studies, comparative ethnic studies, and women's studies

Further, the fall 2007 exercise for CLA units to describe how they would use five percent of their existing budgets to foster multi-unit collaborative efforts supported an approach suggesting that working across unit boundaries, regardless of what the units and their sizes are, is important to the college's success. In graduate education, the CLA now has a policy for funding graduate assistantships so that units have a strong incentive to make early offers.

Assessment

The College of Liberal Arts has been developing a strong culture of assessment ([Exhibit CLA-3](#)). Each of the units in the college has developed learning goals at the undergraduate and graduate levels. Most have completed their assessment plans and have implemented them. All units will have at least two iterations of assessment data by spring 2009. The CLA uses a college Web site for assessment updates ([Exhibit CLA-4](#)). Each unit is expected to update the college assessment Web site at least once per year, by March 1. The CLA believes that strong assessment not only increases its accountability to various constituents, but also enhances curriculum, strengthens unit identities, and keeps the focus on college goals. Revised benchmarks have been identified for 2007-09 and will be tracked throughout the biennium ([Exhibit CLA-5](#)).

Where the College Is Heading

The CLA's goals were chosen with the University goal of becoming an AAU-like institution in mind. Success will depend upon continued efforts in existing areas of strength in the college, on increased visibility of its efforts, on financial investments in its contributions, and on efficient and effective use of those investments and existing resources.

The CLA will sustain its excellence in critical and creative thinking; communication; environmental studies; public policy and service; socio-cultural studies; and instructional delivery. The college will expand its societal impact in these areas and improve effectiveness through increased attention to cultural fluency and creativity; to equity, diversity, and sustainability; to writing and foreign language study; and to balancing resources with high-quality instructional delivery. The CLA will contribute significantly to other university areas of excellence, including human health, bioscience, and biotechnology. During the next several

years, the college will focus on three major themes, with prioritized and integrated goals within and across the themes. The goals apply to CLA activity on all campuses, including distance degree programs, and will foster appropriate partnerships within and outside the University.

The three themes are:

1. Cultural understanding and enhancing international and intercultural relations
2. Just and sustainable societies, policies, and practices
3. Social, cultural, and psychological impacts on human health

The themes are supported by the following goals:

1. **Enhance the societal impact of the work of scholars in the social and behavioral sciences and humanities.** The college will make equity, diversity, and social justice; civic engagement; and internationalization and cultural fluency a priority. The CLA's strength in social, psychological, and cultural factors of human health will contribute prominently to the University's health science initiatives.
2. **Sustain and augment the CLA's excellence in communication and cultural understanding.** The college will prioritize its nationally recognized writing program and increase opportunities for foreign language study and study abroad.
3. **Integrate the arts and creativity across the campuses.** The college will integrate curricular, co-curricular, and extramural initiatives in the arts and humanities to increase the impact of its excellence in these fields.
4. **Improve opportunities for graduate study in CLA.** The college will work to provide increased permanent funding for graduate teaching and research assistants, and will expand interdisciplinary training opportunities and

systematic training in pedagogy and faculty mentoring.

5. **Encourage and lead reconceptualization and revitalization of general education.** The college will work to promote the integration of communication skills, creative activity, cultural fluency, civic engagement, and global perspectives throughout the general education curriculum and in general education as a complement to the major.

ACADEMIC UNITS

The following units of the college are listed in alphabetical order. Departments and programs are differentiated.

American Studies Program

The mission of the American studies program is to provide students the opportunity to do rigorous interdisciplinary analysis of the United States in a global context. The general objective of the program is to provide an in-depth portrait of American culture, and in so doing foster a self-reflexive and critical sense of the past, present, and likely future, both as a nation and as part of a global system.

Program strengths include:

- Digital diversity and critical cyberculture studies

- Environmental cultural studies
- The cultural study of social movements
- Race, class, gender, and popular culture
- The American West in multicultural perspective

The program was recently ranked eighth in the nation in faculty productivity in the field in a *Chronicle of Higher Education* survey. It is primarily a graduate program, with a typical contingent of 40 students—85 percent students of color, and more than 75 percent women. The program has a 90 percent placement rate for Ph.D. students during the last 10 years, most in tenure-track positions. All seven undergraduate courses are cross-listed with other departments and meet general education requirements.

EVIDENCE OF EFFECTIVENESS

American studies has identified learning goals at the graduate and undergraduate level and has developed a strong assessment rubric. Currently, assessment relies on students taking core courses and completing program components, including a portfolio in addition to a thesis or dissertation; written evaluations for each student in each graduate course; and yearly overall evaluations of each student. Based on student and faculty surveys administered in 2006, a curriculum committee added six new courses last spring at the graduate level. Further

Figure CLA-1
Status of Benchmarks through 2006

Category	Goal	Results 2004-2006
Grant Funding	15% increase in funding over 5 years.	400+% increase in total grant funding.
Undergraduate Experience	Increase internships by 10% over 5 years.	25% increase in # and 75% increase in SCHs.
Undergraduate Experience	Become active in 1st year experience initiatives.	CLA played a major role in freshman focus.
Undergraduate Experience	Increase expenditures per student.	CLA fell further behind the WSU average.
Graduate Experience	Increase & diversify funding for graduate students.	Increased TA allocations; increased grants to add RAs.
Graduate Experience	Increase notable student achievements by 2% per year.	New NSF and Fulbright fellowships and more students published
Societal Impact	Notable contributions from each CLA unit with a 5 year goal of 25% increase.	CLA has eclipsed the initial goal in only 2 years.
Equity and Diversity	Increase students of color/program by 5%. Increase writing portfolio success for students of color to the university-wide average.	Revising benchmarks based on the Equity Report from OED.

**Figure CLA-2
Liberal Arts Degree, Faculty, and TA/RA FTE Summary**

Reporting Unit		Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)	
American Studies	B.A. American Studies		0	0.3	9.5	
	M.A. American Studies		3			
	Ph.D. American Studies		4			
Anthropology	B.A. Anthropology		27	18	13	
	M.A. Anthropology		11			
	Ph.D. Anthropology		4			
College of Liberal Arts Interdisciplinary	General Studies	B.A. Humanities	92	4.5	NA	
		B.A. Social Science	483			
		B. Liberal Arts	0			
	Asia Program	B.A. Asian Studies	4			
Communication (Edward R. Murrow College of Communication as of Fall 2008)	B.A. Communication		389	27.8	21	
	M.A. Communication		11			
	Ph.D. Communication		0			
Comparative Ethnic Studies	B.A. Comparative Ethnic Studies		16	9	1	
English	B.A. Digital Technology and Culture		27	53.9	13.5	
	B.A. English		121			
	M.A. English		9			
	Ph.D. English		6			
Fine Arts	B.A. Fine Arts		33	14.3	6.5	
	B. Fine Arts		22			
	M. Fine Arts		9			
Foreign Languages and Cultures	B.A. Foreign Languages and Cultures	Foreign Languages and Cultures	4	43	16.5	3.5
		French	3			
		Russian Area Studies	0			
		German	0			
		Spanish	36			
	M.A. Foreign Languages and Cultures		6			
History	B.A. History		110	26.3	4.5	
	B.A. Social Studies		7			
	M.A. History		9			
	Ph.D. History		1			
Philosophy	B.A. Philosophy		19	8.3	4	
	M.A. Philosophy		3			
Political Science	B.A. Criminal Justice		115	26.5	11.5	
	B.A. Political Science		82			
	B.A. Public Affairs		20			
	M.A. Criminal Justice		4			
	M.A. Political Science		10			
	M. Public Affairs		9			
	Ph.D. Criminal Justice		1			
	Ph.D. Political Science		0			
Psychology	B.A. Psychology (proposed for phase out)		34	27.8	20.5	
	B.S. Psychology		221			
	M.S. Psychology		10			
	Ph.D. Psychology		8			
School of Music and Theatre Arts	B. Music	Composition		8	27.3	5
		Education				
		Performance	3			
	B.A. Music		3			
	B.A. Theatre Arts and Drama		13			
M.A. Music		9				

Figure CLA-2 (continued)
Liberal Arts Degree, Faculty, and TA/RA FTE Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
Sociology	B.A. Sociology	94	19.4	17.5
	M.A. Sociology	5		
	Ph.D. Sociology	5		
Speech & Hearing Sciences	B.A. Speech & Hearing Sciences	24	13.5	1
	M.A. Speech & Hearing Sciences	23		
Women's Studies	B.A. Women's Studies	10	5	1

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

planning on how the rubric is to be used will be developed and implemented by the program's advisory committee.

FUTURE PLANS

American studies seeks to solidify its position as one of the top ten graduate programs of its nature in the nation. It is working to augment funding via major grants and scholarship proposals. Currently, all faculty have their homes in other units, although a core faculty of 28 members was created in 2006, primarily from comparative ethnic studies, women's studies, and English, all of which have committed themselves to graduate teaching and mentoring. All of the core faculty identify to one degree or another with the methodology known as cultural studies, an approach the Yardley report on graduate education at WSU pointed to as a strength. This approach is also shared by most members of the comparative ethnic studies and women's studies departments, which has led the three units to hold several intensive discussions during the last decade about possible collective configurations. Most recently, the three units have come to tentative agreement on a consortium plan that maintains their individual components but acknowledges and seeks to increase their cooperation in graduate teaching, TA mentoring, staffing, and other areas of common interest.

Department of Anthropology

The anthropology faculty attempts to address the most basic questions about the nature of culture, the origins of humans, and human variability. They study the interactions between biological heritage and learned cultural heritages. Areas of strength and potential future growth include globalization; medical anthropology; gender and culture; archaeology materials research; paleoenvironmental studies; cultural resource management; and evolutionary anthropology.

The unit has strong benchmarks, including continuing the pattern of dedicating a great proportion of resources to graduate education, contributing robustly to general education, and advancing the unit reputation through faculty scholarship. The unit offers the B.A. degree on the Vancouver and Pullman campuses and the M.A. and Ph.D. degrees on the Pullman campus. The graduate degrees are specific to cultural anthropology, anthropological archaeology, and evolutionary anthropology.

The department has a permanent teaching faculty of 19 members between the Pullman and Vancouver campuses (5 full, 4 associate, and 10 assistant professors). During the past 10 years, the department graduated a total of 235 undergraduates.

From 2003-06 the unit saw an increase in numbers of majors and minors (8.8 percent and 35.7 percent, respectively), as well an enrollment increase of 20.5 percent.

EVIDENCE OF EFFECTIVENESS

The unit has identified learning outcomes at the graduate and undergraduate level, all of which complement the six learning goals of the University. Assessment of these learning goals is currently restricted to success in courses identified for each goal and completion of program components, e.g., thesis, dissertation. The unit is currently developing a department-wide curricular assessment that will be in place at the graduate and undergraduate level by the end of the spring semester, 2008. During the past 10 years, faculty members have been awarded more extramural research funding than any other unit in the College of Liberal Arts, with an average of \$20,387 per tenure-track faculty member. The unit citation impact is 2.77, below the peer 75th percentile of 3.08, but above the peer median of 2.29. Anthropology teaches an annualized average of 20.9 student FTE per faculty and graduate student FTE.

FUTURE PLANS

Anthropology has undertaken new opportunities related to global learning, including field research in Dominica, Costa Rica, Caribbean islands, Belize, Africa, and the Central African Republic. The new graduate track in evolutionary anthropology is emerging as one of the stronger programs in the nation with a recent IGERT grant and the construction of a new DNA facility in the anthropology building. The unit achieves significant visibility and impact with its limited resources. While anthropology could achieve more with increased resources, it may decide to focus on a subset of its strengths in a fixed-resource environment.

Asia Program

The Asia program promotes teaching, research, and outreach to prepare leaders for the opportunities and challenges of Asia's increasing presence in global and regional affairs. Students focus on one country or region (China, Japan, India, Middle East), while at the same time, developing pan-Asian perspectives. During the past five years, the program has increasingly envisioned its mission to include a service and outreach function. As a consequence, the unit has adopted a two-fold mission: (1) to offer educational degrees in Asian studies; and (2) to promote and coordinate initiatives related to Asia within the University and throughout the Pacific Northwest. The program is unique within the discipline in providing the opportunity to focus on Pan Asian and cross-disciplinary perspectives while also focusing on the connection with the Pacific Northwest.

The program is exclusively an instructional unit. It has no dedicated faculty FTE, but has a total of 20 affiliated faculty from six different WSU departments. The program offers a B.A. degree in Asian studies and a minor in Asian studies. In 2007 the Asia program also developed a certificate in East Asian studies for College of Business majors in collaboration with the WSU College of Business and a certificate in East Asian studies for College of Engineering and Architecture majors. The unit also contributes to the WSU general education curriculum.

EVIDENCE OF EFFECTIVENESS

The unit's benchmarks reflect the importance of study-abroad opportunities for students. The unit has identified learning goals that complement the University's six learning goals. The Asia program has developed a three-pronged approach to implementing assessment of learning outcomes. These include an alumni survey, an evaluative and detailed rubric upon which student writing is scored, and assessment of class syllabi and

assignments that includes rating these in alignment with the learning goals. Implementation of assessment criteria has been fruitful in identifying curricular strengths and weaknesses, and making corrections in response to the findings.

FUTURE PLANS

Projected goals include the following: establish a WSU Asia Center and an Asia program scholars initiative; expand study-abroad opportunities; sustain annual undergraduate Asian studies research symposium and Asia 301: East Meets West; implement the new certificates for business and engineering majors; establish internships; and develop exchange programs in Asia; and develop an M.A. in East Asian studies. The Asia program is committed to developing curricular and co-curricular opportunities to further education at the undergraduate level.

In addition, the program is dedicated to establishing cooperative initiatives with other units across the WSU campus. Finally, the Asia program will continue to establish local and regional partnerships to further opportunities to engage in education about Asia, including the Columbia Valley Undergraduate Asian Studies Research Symposium; completion of the study abroad in Asia scholarship endowment; and K-12 teacher training workshops.

Edward R. Murrow School of Communication

The school honors Edward R. Murrow's legacy by applying the values and expertise he championed to the evolving fields of communication. The unit was elevated from a school to college status effective July 1, 2008. The school has defined two central areas of scholarship and graduate education: media, health, and society; and communication, organizations, and culture. The unit's benchmarks include becoming a leading center for communication research; developing a nationally recognized graduate program; maintaining excellence in

undergraduate education; maintaining a strong professional program at the undergraduate level; improving effectiveness of course offerings; and maximizing effective use of resources.

The school offers a B.A. in communication, with programs in advertising, broadcasting (production, news), organizational communication, applied intercultural communication, journalism, and public relations. Serving more than 600 majors, 800 pre-majors, thousands of general education students, and 50-60 graduate students each year, it is one of the largest and most visible units in the University, attracting thousands of students to WSU. Demand remains very high, but resources have limited the increase to 15 percent from 2003 to 2006. The school also offers M.A. and Ph.D. degrees in communication; attracts worldwide attention to WSU through outreach activities such as the annual Murrow Symposium; and provides general education courses. The school has 23.5 tenure-track faculty and 9 limited term instructors.

EVIDENCE OF EFFECTIVENESS

The school is ranked by the National Communication Association in the top 20 programs for intercultural communication and health communication. It is ranked in the top 10 for scholarship in 13 areas of specialization, in the top two for advertising research, and the top three for substance abuse research. Its first doctoral graduate won a prestigious national dissertation award, and the school so far has had 100 percent placement of Ph.D. graduates into academic careers. Several faculty have won recent teaching and/or research awards, and several have been successful in obtaining external grants and contracts. Scholarly productivity has been substantial but uneven. The school is taking steps to help the less productive faculty members reinvigorate research programs, and is exploring options of increased teaching loads for some of them.

The Murrow School's learning goals are identical to WSU's six learning goals. The assessment of the curriculum is currently restricted to having students take key courses and internships related to the learning goals, as well as completing program requirements (e.g., thesis, dissertation). The school has initiated an assessment program in consultation with the Center for Teaching and Learning and began its second round of assessment review in the fall of 2008. Achieving its identified goals and potential will require resource commitments from the University, and the new college also is dedicating efforts to fund raising and increased extramural successes.

FUTURE PLANS

The Murrow School is unique in the discipline in that it encompasses human communication studies as well as comprehensive mass communications. This structure affords synergistic interdisciplinary collaboration and a blending of disciplines at the graduate level. In addition, the unit couples a strong professional development program with strong scholarship. The unit currently is establishing a dean's office and independent budgetary and programmatic oversight processes in conjunction with its separation from the College of Liberal Arts and establishment as a separate college beginning fall 2008.

Department of Comparative Ethnic Studies

The Department of Comparative Ethnic Studies (CES) offers a multidisciplinary, comparative, and, ultimately, a transformative approach to the study of the expressions and experiences of racialized groups in the United States and interconnected global communities. CES benchmarks, which focus on undergraduate learning, quality of research and teaching experiences for graduate students, and scholarly engagement of faculty, reflect the unit mission and

function. The nine tenure track CES faculty are highly productive and engaged in cutting-edge research in the areas of visual and media studies; racial rhetorics and ethnic literatures; prejudice and power; state violence; critical pedagogy; and cultural studies.

CES is a growing department, with substantial increases in majors and minors during the past few years. As the number of majors has increased, the department has offered more courses to meet their needs, while decreasing the sections of introductory courses. This shift has resulted in a 45 percent enrollment increase in upper-division courses along with a 30 percent decrease in lower-division course enrollment. A large percentage of CES students are members of underrepresented groups. CES further supports the diversity efforts of the University through the faculty's commitment to formal and informal advising of students of color from across campus. The majority of courses carry a general education designation, meeting the University's diversity [D] requirement. Although largely devoted to undergraduate education, CES faculty actively participate in graduate education, serving on committees in areas as diverse as education, English, counseling, and interdisciplinary studies. Along with faculty from women's studies and English, CES constitutes the core faculty in the American studies graduate program.

EVIDENCE OF EFFECTIVENESS

CES benchmarks, which focus on undergraduate learning, quality of research and teaching experiences for graduate students, and scholarly engagement of faculty, reflect the unit mission and function. CES has established learning outcomes that complement the six university learning goals, and has developed and implemented an assessment program that has become a model used by other units. The assessment involves faculty use of a detailed outcome-expectation rubric compared against stu-

dents' written work. Implementation has resulted in curricular changes, including the development of a senior e-portfolio and the restructuring of methods curriculum.

FUTURE PLANS

The overarching goal of CES is to build a nationally renowned program in ethnic studies. The department intends to permanently fund the graduate assistants assigned to CES from American studies, revive the Institute for Race and Ethnicity in the Pacific Northwest, and to host an annual academic forum. In response to changes in the field, CES will continue the trend of shifting emphasis from specific ethnic groups to global studies and diaspora.

Department of English

The English department reflects a multiplicity of approaches unified by a focus on analysis and production of texts of many kinds. It is committed to methodological and curricular diversity in professional activities and accepts the responsibility for educating students to become critically literate in diverse literatures and cultures, and proficient communicators able to understand the power of language to shape their worlds. The department pursues this mission by enabling students to read literary and cultural texts carefully and critically; produce high-quality creative and critical texts using technology appropriate to the literary and cultural discourses informing them; and explore the record of the human experience in language.

Major areas of research are 19th- and 20th-century American literature and American cultural studies; early modern (Renaissance) British literature; romantic and late 19th-century British literature; rhetoric and composition studies; and creative writing (fiction and nonfiction). The faculty includes 41.25 FTE, with 9 at the Vancouver campus, 3 at the Tri-Cities campus, and the remainder at Pullman. The department

offers B.A. degrees in English and in digital technology and culture at Pullman, the Tri-Cities, and Vancouver, and M.A. and Ph.D. degrees at Pullman in English with emphases in English/American literature and rhetoric and composition. During 2003-06, English majors increased by 47.2 percent. English also contributes heavily to general education.

EVIDENCE OF EFFECTIVENESS

English has established learning goals at the graduate and undergraduate level. At present, most assessment involves having students take key courses associated with learning goals and program criteria (e.g., thesis, dissertation). However, the department is drafting an assessment rubric and plans to pursue further development and implementation of the rubric for thorough assessment of the curriculum at the graduate and undergraduate level. A complete assessment program will be implemented by spring 2008. Faculty citation data indicate an impact of 0.75, which is higher than the peer 75th percentile of 0.28.

FUTURE PLANS

In 2003-04, the English department shifted from a traditional, national coverage model to a transnational and transcultural model in which students examine transatlantic English and American literature as well as other postcolonial literatures from the Caribbean, India, and Africa. As such, it is contributing to the University's global initiatives. This shift reflects the unit's highest priority—to maintain and improve the methodological and curricular diversity in its professional activities and to embrace the responsibility for educating students to become critically literate in diverse literatures and cultures and become proficient communicators able to understand the power of language to shape their worlds. At the same time, the department is sensitive to the number of postgraduate students that can be absorbed in the field, and does not

want to educate and train more students than the field needs at any given time.

Department of Fine Arts

The Fine Arts faculty fosters an educational environment that encourages creativity, individual growth, and meaningful expression. The department provides interdisciplinary approaches to the practice of art and the study of visual culture, affording WSU students the opportunity to put their ideas into form while becoming visually literate, historically grounded, and familiar with the diversity of arts and cultures worldwide.

Fine arts has 13 tenure-track faculty (nine at the assistant professor level, with one each at Vancouver and the Tri-Cities), in addition to three permanent instructors in Pullman and two to three temporary instructors at the other campuses. The department offers a bachelor of arts in fine arts (B.A. F.A.) with two options: (general [studio] and art history); a bachelor in fine arts (B.F.A.), and a master's in fine arts (M.F.A.), in addition to minors in studio art and art history. Fine arts experienced an increase in majors of 20.6 percent from 2003-06. The department also contributes to general education. The department has two dedicated gallery spaces: one for visiting artists and a second run completely by undergraduates.

EVIDENCE OF EFFECTIVENESS

The unit's benchmarks are related to its commitment to graduate and undergraduate education; diversity, equity, and societal impact; and research, scholarship, and arts success. In 2006, faculty members had eight solo exhibitions, were in 17 group exhibitions, participated in five artist residencies or workshops, gave 12 papers, and chaired three sessions at national conferences. Graduate students usually attend a national conference at least once during their two-year program and participate in three or four exhibitions per year. One or two attend residencies each year. Eighty percent are

employed in an arts-related field within two years of graduation.

Fine arts has developed learning outcomes at the graduate and undergraduate level that complement the University's six learning goals. Assessment in both degrees is currently tracked through targeted assignments executed in the broad range of required courses. The department is in the process of developing a new assessment tool that will include the establishment of an online e-portfolio for each major and a measurement rubric. Students will upload examples of the assignments to be evaluated by a faculty committee. Additional assessment tools include a rigorous certification review by all faculty for acceptance to the B.F.A. program, based on predetermined criteria; an end-of-program survey in the writing in the major courses to assess various aspects of students' learning experience in the department; and surveys to be sent to graduates one year and five years after graduation to track employment and artistic endeavor at these points.

FUTURE PLANS

Fine arts is among the nation's leaders in presenting digital media as an art form. The unit hopes to reach accreditation by the National Association of Schools of Arts and Design. To do so will require funds to hire additional faculty, improve and maintain facilities, and provide greater support for professional development. Expanding the visiting artist endowment will continue to enrich the program's diversity efforts and provide students exposure to artists and scholars. The current level of faculty salaries and faculty development funds create a challenge for the department in recruiting and retaining faculty.

Department of Foreign Languages and Cultures

The Department of Foreign Languages and Cultures (DFLC) contributes to the acquisition of the international cultural understanding necessary to succeed in a global environment. It promotes engaged learning in a diverse cultural context through the development of specific linguistic skills and the analysis of related artistic expressions and other culture-specific production. This, in turn, leads to the development of strategies for addressing difference, promoting intercultural communication, and enhancing international relations.

The department offers a B.A. in Chinese, French, German, and Spanish and an M.A. in Spanish. It provides training in 10 languages: Arabic, Chinese, Japanese, Russian, classical Greek, Latin, French, German, Italian, and Spanish. It serves as the location of the Nez Perce language program and is working in connection with the UNESCO World Heritage Site. It is engaged in extensive community outreach through summer intensive language programs across the state. The department contributes to general education and to the University's expansion of study-abroad programs, which are critical to an education in the department. Enrollments have grown by 31.2 percent during 2003-06.

Major areas of research include Greek and Latin classics; contemporary Chinese literature, culture, and film; medieval Chinese; medieval French; postwar German literature, culture, and film; and medieval, renaissance, baroque, 18th-21st centuries, Latin American and peninsular Spanish literature, culture, and film. The unit has aligned itself with the main trends in foreign language study, including the study of foreign film, giving rise to film studies in the department.

EVIDENCE OF EFFECTIVENESS

The unit has benchmarks for diversifying graduate offerings, strengthening admis-

sion of graduates into advanced study at other institutions, and establishing outreach courses in Spanish. It has established learning outcomes at the graduate and undergraduate level that complement the University's six learning goals. The outcomes for all majors or minors are aligned with the American Council on the Teaching of Foreign Languages standards. The unit intends to implement a standardized national assessment instrument. At present, the unit uses class requirements and an end-of-program exit survey, but it is in the process of implementing a comprehensive assessment program at both levels.

FUTURE PLANS

The name change from Department of Foreign Languages and Literatures to Department of Foreign Languages and Cultures was the result of major curricular innovations that resulted in the creation of courses in culture and in film, and in the plans to make film studies into a major within the DFLC. The change also precipitated course offerings related to the professions, such as Spanish for the health professions, Spanish for criminal justice students, business Spanish, and teacher preparation. The unit collaborates with English on a graduate certificate in film and culture. However, the department is thinly stretched, and is struggling to find adequate funding for Spanish teaching assistants and to maintain Arabic.

General Studies Program

The liberal arts general studies program is an undergraduate instructional unit offering programs on all campuses, including Distance Degree Programs. The program aims to provide a world-class, multidisciplinary education to undergraduate students interested in humanities and social sciences. The unit is the academic home for three undergraduate degree programs: bachelor of liberal arts, bachelor of arts in social sciences, and bachelor of arts in humanities, which includes options in international area stud-

ies, linguistics, and religious studies, in addition to an American Indian studies minor and certificate. It provides advice to students who are interested in liberal arts fields but have yet to choose a major; and it provides an administrative home to multi-field and interdisciplinary curricula in varied stages of incubation toward separate status. The unit has robust benchmarks related to strengthening undergraduate education.

EVIDENCE OF EFFECTIVENESS

The program has developed and implemented a model assessment program. Concurrent with the six learning goals of the WSU baccalaureate, the general studies program incorporates 12 general studies learning outcomes. The assessment plan is a multi-level comprehensive program with numerous interrelated components that include rubrics, assessment cycles, and methods related to each. The core of the plan consists of an Access student tracking database that collects a broad spectrum of student-related advising information, course completions, certification status, deficiency issues, and progress toward graduation requirements. Using the University's critical and integrative thinking rubric as a guide, a general studies assessment rubric helps to identify both individual performance and program accomplishment by using a formalized, statistical format. Another level of analysis for the assessment plan is a sampling of the graduating class via a senior exit survey. General studies has repeated the assessment cycle several times, assessing learning outcomes, addressing weaknesses via curricular changes, advising, or process changes, and repeating the cycle. According to foundation alumni surveys for 1999-2006, graduates typically obtain jobs in six primary sectors: business (43 percent), education (19 percent), government (11 percent), service (10 percent), health (5 percent), and corrections (4 percent). Other sectors include legal services, media, self-employment, military, and continuation to advanced educational degrees.

WHERE THE UNIT IS HEADING

Challenges include an increase in student majors and pre-majors from 250 to 700 during 2002-06, increased teaching loads, increasing assessment requirements, anticipated increased advising responsibilities associated with university plans to revise advising functions, and increased requirements for regional campus coordination. In particular, it may be challenging for the unit to maintain the high quality of student advising given the limited resources and the growing number of majors. Resource allocations have made it possible to increase the number of advisors, improve the office location, and increase publicity and professional development. The unit expects to substantially expand its outreach contributions by offering workshops on effective advising pedagogy and best practices on advising across WSU colleges and campuses.

Department of History

The history department's mission is to train students to understand the connections that extend over periods of time and the impact of major events on human affairs. The department counts 26 tenure-track faculty, fairly evenly distributed across ranks, plus 10 instructors and adjuncts, and with some representation at the Tri-Cities and Vancouver campuses. The department's major areas of research reflect the mainstream in curriculum and research, with national leadership in areas of world and public history. Other research areas include the modern United States, the American West, public, European, world, women's, environmental, Latin American, and modern Asian history. Building on a traditional strength, the department actively seeks to become a leading center for the history of the American West, anchored by a \$3 million endowed chair to be filled starting in August 2009.

History offers a B.A., M.A, and Ph.D. at Pullman; a B.A. at the Tri-Cities; and an M.A. at Vancouver. The number of history

majors has increased by 36.9 percent from 2003-06, with an added increase in minors of 34.3 percent. History also contributes heavily to general education. The faculty maintains its commitment to excellence to undergraduate teaching, which is evidenced by numerous teaching awards at the university and college levels. The unit is also actively engaged in contributing to the University's interdisciplinary and diversity goals through numerous outreach programs with local, state, national, and global emphases.

EVIDENCE OF EFFECTIVENESS

In 2006-07, the faculty published five books and twelve refereed articles. In recent years, faculty members have received major research grants from the NEH, NSF, and APS. In addition to their research, history faculty lead professional associations. Placement of Ph.D. recipients is extremely high nationally; 83.3 percent of the department's doctoral graduates are employed in their field of study, and 47.7 percent have published a scholarly book. For undergraduates, evidence of effective teaching lies in the quality of student research projects completed in junior- and senior-level seminars (papers have won prizes or been published); strong placement records for education majors in secondary schools; and consistent success in admission to graduate and professional programs.

History has established learning goals at the graduate and undergraduate level that complement WSU's six learning goals. As of fall 2008, the department is completing the construction of rubrics to evaluate data attained from student writing in designated undergraduate and graduate courses.

FUTURE PLANS

The department anticipates dramatic improvement in scholarly productivity due to upgraded commitments in these areas, as well as to new endowments developed to facilitate faculty research. Improvement will

also be facilitated by a series of retirements during the next few years, coupled with a wave of new hires that will, where needed, serve to revive key fields. The department expects to add a distance degree major to its offerings in the near future, as well as an emphasis in teaching and research in African history. As the anticipated new hires are planned and realized, the department will re-examine its foci and future directions.

School of Music

The School of Music prepares students for careers in music education, performance, composition, and interdisciplinary studies and promotes a lifelong passion for music by developing students' scholarly, intellectual, creative, and technical abilities. The study of music culminates in the performance and creation of music. Supporting studies include performing, listening, history, theory, composition, and teaching. The school has a faculty of 20 tenure-track and 13 clinical and/or instructor positions.

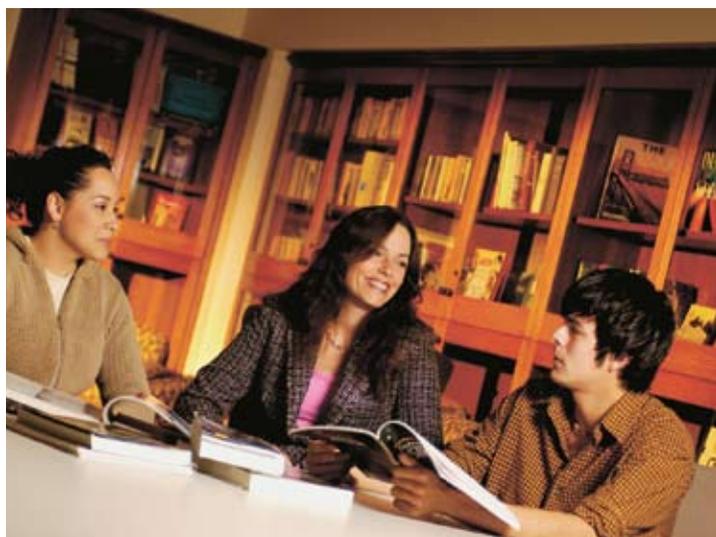
The School of Music offers eight undergraduate degrees, an M.A. in music, and Ph.D. in interdisciplinary study. Between 2003-06, the number of majors grew from 151 to 187 (48 percent) and credit-hour generation increased from 6,334 to 7,824 (64 percent). The school also contributes to general education. The unit plays a major role in WSU's athletic events, with the Cougar Marching Band (250 students from more than 65 disciplines) and three pep bands. The school also plays a significant role in university events across campuses, with frequent faculty and student ensemble performances. The School of Music contributes to the community's quality of life through more than 100 concerts annually, and via festivals bringing guest artists and composers to Pullman. The school contributes to WSU's visibility through regional tours, festivals, summer camps, workshops, and master classes in the K-12 system regionally, as well as participating in international programs around the globe.

EVIDENCE OF EFFECTIVENESS

While maintaining a 4/4 teaching load, faculty accomplishments in creative activity, scholarship, and research are recognized at regional, national, and international levels through their performances, published compositions, performance of published compositions, awards, and honors. The school has assertive benchmarks related to instruction, development, and use of technology. It has established learning goals that complement the University's learning goals. The assessment of students' progress and curricular outcomes is a model program. It includes initial, intermediate, and final assessment, during which faculty employ a detailed, standardized form at all juries. Ongoing assessment has resulted in curricular changes as detailed in the CLA report for all departments. The employment of graduates from the program is significant and diverse. Job placement in music education is 100 percent and encompasses at present more than 30 teachers in Washington state schools, and other states too. Graduates' employment embraces jobs in the music business (i.e., Yamaha Corporation, Los Angeles); in the film industry and television as composers and performers (i.e., Disney productions); performers in classical music and jazz (U.S. orchestras, operas in the U.S. and Europe); university teachers and administrators (i.e., in WA, ID, OR, CA, OH); composers and publishers of new music (both undergrad and grad students); and band/orchestra directors for ensembles in the private sector and military.

FUTURE PLANS

The unit is currently exploring the addition of graduate and undergraduate degrees via interdisciplinary initiatives with communication, fine arts, and digital technology and culture. These would complement existing programs offered in partnership with electrical engineering, business, and computer science. Cutting-edge equipment, sound, and recording studios, along with skilled



faculty and staff, will propel the school into leadership in the field. The unit is also exploring the addition of a global integrated arts minor. Other key goals are to continue to attract, support, and retain outstanding students, faculty artists, and staff with diverse backgrounds, contributions, and perspectives.

Department of Philosophy

The department offers the B.A. and M.A. in philosophy in Pullman, with a five-part mission: contributing to the general education of students across the University; training philosophy majors at the graduate and undergraduate level; contributing to the discipline of philosophy, the scholarly productivity of the University, and the intellectual life of the state; and advancing the interests of the University through service and public engagement. The unit has a tenure-track faculty of nine, as well as temporary instructors and student teaching assistants. Faculty teach five courses per year and provide thesis supervision and individualized instruction. The B.A. program doubled in size in the last decade to the present size of about 60 certified majors and 20 degrees granted per year. More than half of the department's offerings carry general education credit.

The joint M.A. in philosophy program offered with the University of Idaho—

launched in 2004—was described by the Washington Higher Education Coordinating Board as a “model collaborative program.” The department has made ethics its single largest research and teaching focus, and has implemented changes moving in that direction. Four of the nine tenure-track members are ethics specialists, and the interests of others are in ethics as well. Additional areas of expertise among the faculty include Asian philosophies, metaphysics, Kant, philosophy of religion, feminist philosophy, philosophy of language, and logic.

EVIDENCE OF EFFECTIVENESS

Faculty members are actively engaged in productive research programs that inform their graduate and undergraduate teaching. The number of peer-reviewed articles per tenure-track faculty member has increased sharply and steadily during the past five years. Scholarly productivity has correlated with the implementation of the M.A. program, the reduced teaching load, and the greater emphasis on research. The department adopted benchmarks on faculty productivity, student diversity, faculty compensation, development, and contributions to public discourse.

Philosophy has developed learning goals at the graduate and undergraduate levels that complement the University’s six learning goals. Philosophy majors passed the WSU writing assessment with distinction at a rate of 21.8 percent, compared to the University average of 8.5 percent. The unit is in the process of developing and implementing a comprehensive graduate and undergraduate curriculum assessment program that will include measurement rubrics overlaid on student portfolios.

FUTURE PLANS

The department is a regional leader in ethics scholarship, especially bioethics, and expects to attain national leadership status in that area. The Inland Northwest Philosophy Conference, led by the unit and now

in its 10th year, is already considered one of the top conferences in the discipline and is recognized internationally. A high priority for expanding the faculty is in the area of feminist ethics.

Political Science and Criminal Justice Programs

The department delivers eight degree programs: three B.A.’s, two M.A.’s, two Ph.D.’s, and a master’s in public affairs at WSU Vancouver. The department has also been at the forefront of distance education, offering the B.A. in criminal justice through distance degree programs. The department is also the administrative home to the Division of Governmental Studies, an organized research unit, and has close ties with the Thomas S. Foley Institute for Public Policy and Public Service. Faculty members are actively involved with numerous interdisciplinary groups at WSU.

The department has 27 full-time tenure-track faculty: 18 in political science and 9 in criminal justice, including 2 at WSU Spokane and 6 at WSU Vancouver. During 2006-07, the department had 6,349 enrollments in undergraduate courses, representing an 18 percent increase in undergraduate enrollments compared to 2002-03 and a 30 percent increase compared to 1999-2000. Between 2002-03 and 2006-07, total student credit hours generated—including graduate and undergraduate classes at all three campuses—increased by nearly 21 percent. The department also contributes significantly to general education.

EVIDENCE OF EFFECTIVENESS

The department is consistently among the leaders in the college on indicators that include funding generated through contracts and grants, graduate degrees conferred, number of undergraduate majors, faculty professional productivity, the SCHs/faculty FTE, and national rankings, among others. While the Yardley report found the scholarly contributions of the faculty to be

lower than their peers, departmental review of data confirmed a national ranking of fourth in criminal justice. The department has established learning goals at the undergraduate level that complement the University's six learning goals. The unit employs self-assessment surveys and job placement data to inform its successes. Job placement data shows that virtually all successful Ph.D. candidates are employed in university settings, including a number who are at universities that are in the University's peer or aspirant groups (e.g., Michigan State University, Florida State University, University of Connecticut). In addition, many of the department's M.A. students have secured employment in national security agencies. The unit is in the process of developing and implementing a comprehensive assessment program.

FUTURE PLANS

Staffing graduate seminars and undergraduate classes is a challenge. Owing to competing demands for faculty time, the unit is unable to take advantage of all state-funded research project opportunities generated by the excellent reputation of the department. At this juncture, the unit has reached a crossroads. The effort to create separate governance structures for political science and criminal justice has gained momentum. Although it may not be feasible in the near term to make a complete, formal separation, the individual units are committed to establishing a more national identity.

Department of Psychology

The unit's mission is to discover, disseminate, and apply empirically grounded principles of psychology. The experimental psychology program includes four major areas of research specialization: cognitive psychology, behavior analysis, social/organizational psychology, and neuroscience/physiological psychology. The clinical psychology program has research specialties in child clinical, neuropsychology, behav-

ioral medicine/health psychology, and adult psychopathology.

The department offers the B.S. and B.A. degrees, along with certificate programs, in abnormal child psychology and helping skills, and the Ph.D. degree in both clinical and experimental psychology. The clinical program, continuously accredited by the American Psychological Association since 1956, also maintains the psychology clinic, which offers a wide range of services and provides training for clinical doctoral students. Many programs in other departments and colleges rely on psychology for some of their core courses. Psychology has a faculty of 21 on the Pullman campus, 10 of them experimental and 11 clinical. Among the regional campuses, Vancouver has seven faculty members and the Tri-Cities has three, along with adjuncts at each campus. Psychology has increased majors by about 30 percent during the last three years. The department also contributes substantially to general education.

EVIDENCE OF EFFECTIVENESS

The unit has established benchmarks related to student education and success, and faculty scholarship. Psychology has an active and productive faculty, and has increased extramural funding by 30 percent in five years. The curriculum and learning goals for psychology majors and the certificate programs are designed to meet and/or complement WSU's six major learning goals of the baccalaureate. At the undergraduate level, psychology has implemented a strong multi-level assessment that includes a detailed rubric and exit survey. Assessment at the graduate level is conducted via student success in meeting program criteria (e.g., thesis, dissertation). The unit has also established department-wide curricular assessment at the graduate and professional level.

FUTURE PLANS

Psychology will contribute to the University's advances in the area of behavioral medicine and health psychology. It provides experts in clinical health psychology, neuropsychology, and cognitive neuroscience. Psychology is increasing its collaborations in research, training, and community service with medical and health professionals in Spokane and faculty researchers at WSU Spokane. Child clinical psychology is the largest clinical area, but the department turns away dozens of highly qualified doctoral applicants each year due to limited faculty numbers. The department is also stressed by extremely heavy demand for undergraduate courses, and may need to find ways to limit its commitments.

Department of Sociology

The Department of Sociology strives to be a leader in graduate education and research, and thence, to enrich undergraduate education. Among its 19 tenure-track faculty, 16 are located on the Pullman campus and three have appointments in Vancouver. Major areas of research include environment, technology, and community; social

inequalities; work, organizations, and labor markets; families, population, and the life course; crime and deviance, social control, and social justice; and comparative political and social change. The department offers three degrees in Pullman (B.A., M.A., and Ph.D.) and participates heavily in general studies social sciences degrees at Vancouver, the Tri-Cities, and distance degree programs. Sociology makes a broad contribution to undergraduate and general education.

Because the graduate program is at the foundation of its efforts, during times of reduced budgets the department retained funding for 23.5 assistantships and absorbed cuts in other activities and functions. Sociology has experienced a slight decrease in majors during the last few years, but an increase in minors of 32.6 percent.

EVIDENCE OF EFFECTIVENESS

Sociology's benchmarks are informed by the departmental strategic plan and mission. A recent study of citation impact indicated the unit's research impact has increased during the past five years and, as of 2006, is near the 75th percentile when compared to 22 peer institutions. During the five-year period, proceeds from sponsored projects have ranged from a low of \$41,777 (2005) to \$249,392 (2007).

Sociology has developed learning outcomes at the graduate and undergraduate levels that complement the University's six learning goals. Assessment at the undergraduate level is multi-faceted and includes measurement against a detailed rubric, including Student Learning Objectives (SLOs), Actual Learning Outcomes (ALOs), and participation in an assessment effort that follows recent graduates over time. Measurement of learning outcomes has led to curricular changes. At the graduate level, the unit focuses on time-to-degree completion data and on engagement in expected professional activities (e.g., grant writing, conference presentations).



FUTURE PLANS

The department has a goal of being ranked at the 75th percentile or higher among its peer group along domains of scholarly productivity, faculty size, and number of graduate and undergraduate students, and has achieved this goal on several measures. While the department plans to expand on all campuses, its highest priority has been mobilizing and focusing resources on research and graduate education. External funding efforts have met with some success, leading to a near-term projection of 40-45 assistantships. While the unit may be under-enrolled at the graduate level, as indicated by Yardley report findings and by the unit's own analysis of graduate education, it is committed to expanding the number of graduate students, while maintaining quality.

Department of Speech and Hearing Sciences

The Department of Speech and Hearing Sciences offers programs jointly in Pullman and Spokane culminating in the B.A. and the M.A. in speech and hearing sciences. The department includes a full-time faculty of 15, plus four part-time members. Major research areas include diagnosis and treatment of auditory processing disorder; Native American students' success in higher education; clinical service delivery to multicultural populations; auditory-oral intervention for children who are hard of hearing and deaf; diagnosis and treatment of childhood apraxia of speech; and augmentative and alternative communication and technology. The department combines extensive service to the community with its education efforts (e.g., faculty partnered with a private foundation to secure funding for a preschool for deaf children with cochlear implants in Spokane). Since 2002, the undergraduate program has had a nearly 40 percent increase in majors and a 71 percent increase in B.A. degrees. Demand continues to exceed capacity for the on-site and online Disability and Society courses.

EVIDENCE OF EFFECTIVENESS

The department has gained recognition for its successful program in preparation of Native American professionals, work in central auditory processing disorders, and for global outreach initiatives with community partners. Perhaps owing to the increasing teaching, mentoring, and service responsibilities, research productivity as measured by publications has been uneven across the tenure-track and tenured faculty.

The department has developed learning goals at the graduate and undergraduate level that complement the University's six learning goals. The department employs a variety of formative and summative assessments. The assessment plans are well developed, span the levels of cognitive processing as delineated in Bloom's Taxonomy, include multiple measures of critical thinking in relation to the professions, and comply with standards of the professional accrediting body, the Council on Academic Accreditation in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). Analyses of assessment data have led to a number of revisions to the undergraduate curriculum.

FUTURE PLANS

The department has adopted new goals for the next five-year period that capitalize on the strengths of new faculty members and on collaborative opportunities across campuses, including developing online undergraduate and graduate programs in speech-language pathology and audiology; establishing a center for interdisciplinary education and research; and developing a center of excellence in the area of motor speech disorders. The individualized and technologically dependent nature of a health sciences program requires high expenditures per AAFTE to ensure quality, so funding is an issue. The department also may consider sharing responsibility for the high-demand disabilities studies courses with other, related departments.

Department of Theatre and Dance

Through the interwoven arts of the theatre—directing, design, choreography, criticism, playwriting, script analysis, and performance skills—the department explores issues such as multiculturalism, environmentalism, globalization, social and political justice, racism, and sexism in historical periods ranging from the 5th century B.C. to the present. The unit offers a B.A. in theatre arts and a minor in theatre, training future artists and teachers in addition to contributing to the University's general education program and offering selected courses in beginning to intermediate dance. The faculty consists of two tenured full professors, one senior instructor, two instructors, an administrative/professional employee, and three additional staff. Though it is a small department, the faculty provides students with a wide range of educational experiences through interdisciplinary partnerships, e.g., with history; apparel, merchandising, design, and textiles; fine arts; and music.

Enrollment and the numbers of majors and minors has remained fairly consistent during the past few years. The unit contributes to the University's diversity goals by offering a “play of diversity” during Black History celebrations. In addition, many of the other productions center on multicultural and social issues. Productions provide engagement, outreach, and entertainment for both the University community as a whole and the local and regional community. Also, members of the faculty volunteer their services for local and regional theatres such as Spokane's Interplayers, Moscow's Sirius Theatre, Spokane Civic Theatre, Pullman Community Theatre, and the Idaho Repertory Theatre.

EVIDENCE OF EFFECTIVENESS

The faculty and students have won invitations to participate in regional and national conferences, and have been awarded certificates of merit from the Kennedy Center American College Theatre Festival. Productions have been showcased at major Kennedy Center/American College Theatre regional festivals such as the Northwest Drama Conference. Theatre and dance has developed learning goals that complement the University's six learning goals. The unit plans to employ a required exit project to obtain data on which to base improvements. The expected measurement components will be determined by the type of project, e.g., directing, acting, lighting design, etc.

FUTURE PLANS

Theatre and dance is a very small unit that has just recently formally separated from the School of Music. The unit is stretched very thinly at this point. Its continuing viability, even existence, will depend on substantial addition of resources. The unit has demonstrated a capacity to partner effectively with several other units and plans to continue this effort.

Department of Women's Studies

Women's studies focuses on the interdisciplinary study of gender as a category of analysis crucial to most social, political, and cultural phenomena, and especially on the interaction of gender with race, class, nationality, and sexuality. Given the academic focus on questions of diversity complexly understood, and its success in the recruitment and retention of faculty and students from underrepresented groups, the department strongly promotes diversity in the faculty, students, research, and curriculum.

The department provides support for research on gender at the University, and delivers many of its own courses, a major,

a minor, a concentration within general studies, and a Ph.D. and M.A. in collaboration with the American studies program and comparative ethnic studies. Women's studies also delivers the major via the WSU Distance Degree Program, the only such degree in the nation, and provides support to three important initiatives: it is a regional site of the National Education for Women's Leadership program (with the Women's Resource Center) and it administers the university-wide group, Gendering Research Across the Campuses (GRACe) and the regional Northwest Women's Studies Association.

In 2007, the department had four tenure-track faculty (one full, one associate, one assistant); and three non-tenure-track. Research foci include 18 distinct, but related areas. In 2006 the unit counted 60 majors, many double majors, and 21 graduates. Majors increased 43.5 percent and minors 23.5 percent during 2003-06. Most of the unit's students are women (90 percent) and 40 percent of the recent cohort are students of color. In addition, many of the department's courses meet general education requirements and/or are cross-listed with other units.

EVIDENCE OF EFFECTIVENESS

Women's studies' publishing/extramural funding standards are one publication per year (journal article, book chapter, and book) and/or major grant proposal; production has steadily exceeded these goals. The unit's benchmarks reflect goals related to growth and student advising. Women's studies has established undergraduate learning goals that complement the University's six learning goals. The unit is developing effective assessment of learning outcomes via standard learning outcome rubrics it will use in core course sequences.

FUTURE PLANS

The department is expanding its cutting-edge work in the discipline, including emphases in feminist science; intersectionality; the research partnership and collaboration between women's studies, ethnic studies, and cultural studies at the graduate (with American studies) and undergraduate level; and the ongoing development of an LGBT minor. Women's studies has grown significantly in the past five years, although supporting this growth is still a challenge. In 2005, the unit began a new fund-raising plan, mostly carried out by the chair. The faculty has also been actively engaged in grant writing. The unit plans to extend the major to the Vancouver campus.

EXHIBITS

- Exhibit CLA-1 [CLA Plan](#)
- Exhibit CLA-2 [Biennial Budget](#)
- Exhibit CLA-3 [Evidence of Effectiveness](#)
- Exhibit CLA-4 [Assessment Web site](#)
- Exhibit CLA-5 [Revised Benchmarks](#)

Figure CLA-3
Current Units of the College of Liberal Arts

Departments	Programs	Intra- and Inter-College Units	Auxiliaries and Services
Anthropology	American Studies	Center for Environmental Research, Education, and Outreach	Anthropology Museum
Communication (separated 2008)	Asia Program	Center for Social and Environmental Justice	Channel 8 TV, KUGR Radio (separated 2008)
Comparative Ethnic Studies	Criminal Justice (Political Science)	Cognitive Sciences Workgroup	Foreign Language Translation/ Examination Services
English	Digital Technology and Culture (English)	Environmental Studies Colloquium	Gallery II and III (Fine Arts)
Fine Arts	Division of Governmental Studies and Services (Political Science)	Ethics Interest Group	Piano Pedagogy Lab School
Foreign Languages and Cultures	Film Studies (Foreign Languages and Cultures)	Gendering Research Across the Campuses	Recording Studio
History	Foley Institute (Political Science)	Global Justice and Security Workgroup	Psychology Clinic
School of Music and Theatre Arts	General Studies (dean's office)	Institute for the Study of Inter-communal Conflict	Speech and Hearing Sciences Clinic
Philosophy	Plateau Center for American Indian Studies	Interdisciplinary Arts Work Group	WSU Theater and Daggy Hall Theater Service
Political Science		Media and Individual Decision-making Work Group	
Psychology			
Sociology			
Speech and Hearing Sciences			
Women's Studies			

COLLEGE OF NURSING

Overview

The College of Nursing plays a central role in meeting healthcare workforce needs throughout Washington state and the Northwest. As a multi-site college, its students are based at three of WSU's three campuses and participate in real-time distance delivery classes. Because of the complexity of offering clinical programs at multiple sites, the college is organized program-matically by level—i.e., basic baccalaureate (B.S.N.), R.N.-to-baccalaureate (R.N.-B.S.N.) program, master's program (M.N.), and Ph.D.—rather than by department, in order to foster coordination across campuses in curriculum development, program delivery, and student tracking.

The college's mission is to inspire and transform health care for generations to come. Within this context, the vision of the college is to pursue opportunities to expand the frontiers of nursing knowledge, science, and practice. Using innovative approaches and leveraged resources to benefit all people, the college bridges barriers to health care in the global community with a focus on underserved and rural populations. The college's statewide presence facilitates the achievement of the mission and vision by allowing students to practice in a variety of urban and rural clinical settings. The vision is also reflected in the college's research efforts. The majority of studies conducted within the college involve partnerships with clinical agencies.

Benchmarks

In 2005, college faculty specified a number of nursing-appropriate benchmarks addressing pass rates on national licensure and certification examinations, extramural funding productivity, employer satisfaction with graduates, and enrollment targets.

Role Within University—Contribution to WSU Strategic Plan

The College of Nursing helps extend each of WSU's core values through its role as a leader in the development of Washington's statewide healthcare workforce. Through engagement with healthcare agencies, college faculty are part of evidence-based and policy-focused discussions about healthcare delivery. Through these activities, the college supports WSU's values addressing inquiry, the application of knowledge into practice, and teamwork and collective action. The college has made a remarkable commitment to undergraduate nursing education in Washington, admitting 150 students twice a year to its program. As a result, the college is educating 600 students (300 juniors and 300 seniors) each year, making it the largest undergraduate nursing program in Washington state. In regard to goal two which addresses research and scholarship, college faculty are engaged in studies addressing salient public health issues such as childhood obesity, insulin resistance, symptom management in children with disabilities, psychosocial aspects of cancer survivorship, and environmental health risks to children.

Three areas of research serve as the theoretical cores for the college's Ph.D. in nursing program that started in June 2007, and provide the focus for faculty research efforts: acute biobehavioral nursing outcomes (nine faculty), chronic biobehavioral nursing outcomes (16 faculty), and systems of health care delivery (12 faculty).

The College of Nursing is the largest nursing program in the Pacific Northwest, currently serving about 1,010 upper division and graduate students in interactive classroom sites across Washington, including Spokane, the Tri-Cities, Vancouver, Yakima, and Walla Walla. Other students across the state of Washington and beyond are served through Internet technology. The basic baccalaureate program is offered on-site in Spokane (397 students), Yakima (69

students), and the Tri-Cities (73 students). Theory classes primarily originate from Spokane and are broadcast via interactive video to Yakima and the Tri-Cities. The R.N.-B.S.N. program is available on-site in Spokane (56 students), Yakima (7 students), the Tri-Cities (15 students), Walla Walla (10 students), and Vancouver (54 students). In addition, the R.N.-B.S.N. program is available totally online. The master of nursing program is available in Spokane (51 students), Yakima (17 students), the Tri-Cities (23 students), Walla Walla (11 students), and Vancouver (111 students). The new Ph.D. program is based in Spokane and currently has seven students enrolled ([Exhibits CON-1 and CON-2](#)).

As pre-nursing majors, nursing students take all of their general education requirements and prerequisite courses in their first two years. There are currently approximately 800 pre-nursing students at WSU taking chemistry, microbiology, anatomy and physiology, psychology, sociology, nutrition, English, communication, arts and humanities, and intercultural studies prior to applying for admission to the College of Nursing. All WSU pre-nursing students complete a writing portfolio and meet the requirements of the University to attain a bachelor of science in nursing degree.

Upon admission to the college, undergraduate nursing students rapidly integrate into the health care systems within their communities in Spokane, Tri-Cities, and Yakima. During this time, they are required to assess, diagnose, treat, and evaluate both individuals and populations at risk and prioritize needs at critical access touch points. These oftentimes occur during their clinical rotations working with the homeless under the bridges of Spokane, the abused at the YWCA, and the elderly in nursing homes and hospitals. Concurrently, undergraduate nursing students quickly capitalize on opportunities in which they can expand their service capabilities via college-sponsored international trips to Peru, Ecuador, India, or Africa.

Lastly, the students are actively engaged in service to the college through the Associated Intercollegiate Nursing Students organization and through the Student Ambassador program. The library is a teaching-learning environment for the students. Librarians help students to access the materials they need to complete their class projects. Web students are particularly complimentary of the librarians' response to their inquiries for assistance. For one-on-one assistance, as needed, all students have access to professional support faculty and staff via telephone or e-mail.

The library staff provides extensive support for faculty-assigned, required readings in each course, using an electronic reserve system. This provides access to required readings to students regardless of location or time of day. The nursing library is the biggest user, in terms of volume of readings and number of courses supported, of the university libraries' electronic reserve system.

An NCLEX-RN Review is offered twice a year to new graduates in an effort to promote success on the NCLEX-RN examination. While participants primarily are graduates of the WSU nursing program, any new graduate is welcome to attend at any of the sites where the program is broadcast via the AMX system.

Faculty interests are taken into consideration in program planning. A rural nursing conference has been offered for the past four years as a part of a rural nursing grant, and The Art of Teaching with SimMan, a program designed to promote increased utilization of simulation in nursing education, was offered in February 2008. Continuing education contact hours are offered for Research First Friday, the Cleveland Visiting Scholar, the Annual Research Symposium, and other programs that meet the needs within the college and the community. Nursing faculty are generally licensed professional nurses with multiple service obligations and engagement activities in the

community, including regional, national, and international endeavors (Exhibit CON-3). Student involvement in clinical activities provides an incredible number of patient care hours in multiple health care institutions and the community. As an example, the senior practicum course during the last 11 semesters placed 960 students with 579 different professional preceptors in 158 units in 51 facilities across the state, with each student completing 120 hours of patient care at a very high level of expertise. The practicum experience allows a high level of student choice and often leads to employment immediately upon graduation.

Graduate students in both the family nurse practitioner program and the psych/mental health nurse practitioner program must complete 500-600 hours of clinical practice to take the examination for certification as an advanced practice nurse. Graduate students work with primary care and psychiatric/mental health providers in the community to fulfill their clinical hours.

Evidence of Effectiveness

Specific learning outcomes have been identified, based on WSU's six learning goals of the baccalaureate and on the required knowledge and skills for nursing practice and, at the graduate level, for advanced practice. Undergraduate performance on the NCLEX (licensing exam) after graduation was an area identified for improvement. The curriculum provides little opportunity

for students to practice in the foundational, medical-surgical, nursing area during their senior year. Based on that review, the faculty incorporated medical-surgical nursing case studies, as critical-thinking exercises, into the final professional development seminar just prior to graduation, and required students to take a diagnostic exam to assess their level of readiness for the NCLEX. Computer tutorials, exam review courses, and study plans are made available. The NCLEX pass rate has risen from a low of 84 percent to a current steady rate of 92 percent, partially due to these interventions.

The college's 37 doctorally prepared research faculty members actively contribute to the scholarly goals of the University. While the cumulative extramural funding for community service grants significantly outpaces the college's history of research funding, the current dollar amount of pending research grants exceeds the amount of community service pending grants for the first time.

WSU and the College of Nursing ensure the transmission quality of distance courses and programs delivered via interactive videoconferencing network, as well as the reliability and availability of access to distance courses and programs delivered online. The college received the 2007 Catalyst Award for Organization of the Year, given by Greater Spokane Incorporated, to celebrate regional accomplishments in technology and innovation. It was selected based on its "dem-

Figure CON-1
College of Nursing Benchmarks, 2007 and 2010 Targets, and Status

Benchmark Description	2007 Target	2010 Target	Status
B.S. graduates' pass rate on national licensure examination	90%	90%	92%
M.N. graduates' pass rate on national certification examinations	65%	80%	100%
Number of research grants > \$100K	2	5	7
Employer satisfaction with B.S.N. and M.N. graduates 1 year post-graduation (per American Association of Colleges of Nursing and Educational Benchmarking Incorporated)	Top 50%	Top 25%	Data not available yet
Increased diversity (e.g., ethnic minorities and males) in representation among B.S.N. students	27%	42%	35%

onstrated commitment and dedication to the significant growth and development of innovation and technology in the greater Inland Northwest,” as evidenced by its use of distance education to address the current nursing shortage. The College of Nursing is responsible for 40 percent of the total data traffic on WSU’s video and distance education system, making the college more active in distance education delivery than any other college at the University and much more than most colleges of nursing in the country.

The quality of teaching and advising is assessed through the use of Educational Benchmarking Inventory (EBI) every year. The college utilizes the EBI tools at the end of both the undergraduate and graduate programs and mails alumni surveys to graduates one and five years post-graduation. The EBI is a very comprehensive questionnaire that asks students to rank the quality of nursing instruction; course lecture and interaction; facilities and administra-

tion; and their attainment of knowledge regarding core competencies, professional values, technical skills, core knowledge, and role development. Results for the College of Nursing are benchmarked against six institutions selected by the college, 30 institutions in the same Carnegie classification, and finally, 148 other institutions. The last results for the basic baccalaureate program were exceptionally positive, with the college ranking first, second, or third on all factors when benchmarked with six institutions and above the mean on all factors when benchmarked with 6, 30, or 148 institutions ([Exhibit CON-4](#)).

The R.N.-B.S.N. program faculty has decided this year to develop its own outcomes tool rather than participate in the EBI benchmarking with the basic students. Although the outcomes for the two programs are the same, the student population is very different and it will be beneficial to receive information specific to the RN-BSN program ([Exhibit CON-5](#)).

Strategies That Have Proven Effective in Contributing to WSU Reaching Its Diversity Goals

The College of Nursing has a long-standing Native American recruitment and retention coordinator, a learning specialist, an English as a second language specialist, and personnel devoted to working with Hispanic students. Social justice, caring for underserved populations, decreasing health disparities, and improving health for vulnerable people are major themes that recur throughout the curriculum, both at the undergraduate and graduate levels. Several members of the faculty have research expertise with diverse populations as a focus. Resulting strategies include embedding diversity content and strategies as foundational within the curriculum rather than considering them as “add-on” courses. The Faculty Search Committee works closely with the Center for Human Resources and the Center for Social and Environmental Justice to ensure that barri-



ers to recruiting underrepresented students and faculty are minimized.

A number of prominent individuals in the field of nursing education provided consultation for the college during its development of the Ph.D. in nursing program, and their recommendations have resulted in a stronger, more focused college and program.

Where the College Is Heading

In previous years, fiscal decisions in the College of Nursing were structurally and functionally separate from program decisions; this division has served the college poorly because program directors were not able to understand the impact of program investments (or decreases) on other programs and the college as a whole. Since her arrival in July 2007, Dean Patricia Butterfield has emphasized the importance of aligning the college’s strategic goals with resource-related decisions. Toward that end, the dean has asked that the Dean’s Council serve as the forum for programmatic- and resource-related decisions in the college. Dean’s Council members, including representatives from each campus, bring resource requests to the group for discussion. Requests are then discussed in the context of all college-level programs. For example, a recent discussion of the need for additional administrative help for the Ph.D. program

evolved into a broader discussion about program administrative support overall (i.e., across all programs). In Dean’s Council, members discuss tradeoffs between different decisions and the second- and third-order changes that may occur when a decision in one program has unintended consequences for other programs. In such situations where action steps are proposed, the dean differentiates between a council-level decision, which is a consensus decision, and an executive decision, which is made by the dean. Resource-related issues discussed by the Dean’s Council during 2007-08 included: (1) the intercampus distribution of high-demand funds (e.g., legislatively directed funds) systemwide; (2) program capacity at each campus; and (3) the transition of the Spokane faculty from their building on Fort George Wright Road to a new building on the WSU/EWU Riverpoint Campus. In this way, the college has changed remarkably during the past year so that resources are strategically directed to its highest priority goals.

The college’s goals will be achieved through a combination of actions addressing resource reallocation, tightening internal checks and balances, and reevaluating its program mix. Discussions will also focus on the unique attributes of each nursing site and the community-hospital-program strengths in different parts of the state. Thus,

Figure CON-2
Nursing Degree, Faculty, and TA/RA FTE Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
College of Nursing	B.S. Nursing	296	83.6	4.5
	M. Nursing	46		
Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only) Institutional Review Institutional Research, 04AUG2008				

the goal is to be mindful to issues of fit, rather than to promote identical program structures and program mixes statewide.

Because the college has had a history of budget deficits (during years 2001 through 2007), a high priority has been placed on enhancing the fiscal capacity of program directors and assistant/associate deans. A number of activities are underway which focus on this goal, including: (1) convening the program directors/dean for a fiscal retreat focusing on resource-based decision making; (2) promoting fiscal accountability within and among programs; and (3) increasing the transparency of fiscal decisions within the college.

The College of Nursing has experienced rapid growth in student enrollment in all programs, but especially in the undergraduate program, during the past seven years. To meet the clinical demands of undergraduate instruction (which have a mandated 10:1 student-faculty ratio in Washington), a large number of clinical instructors were hired. These instructors play a critical role in the college, and are a necessary and valued part of its operation. However, the influx of clinical instructors may have tipped the balance of tenured/tenurable faculty to non-tenurable faculty. As a result, extramural funding among college of nursing faculty has not grown at a level commensurate with other schools of nursing of this size and complexity in the U.S. The college will improve its national standing by:

- Assessing faculty and program mix and making incremental adjustments to maximize college effectiveness
- Developing and disseminating clear messages (e.g., marketing and branding materials) that showcase college strengths and highlight clinical and educational innovations
- Recruiting research-intensive faculty and providing them with competitive start-up packages

- Providing faculty with clear expectations and holding them to those expectations in regard to research, extramural support, and scholarship activities
- Initiating multidisciplinary programmatic and research efforts with faculty in the College of Pharmacy, the WWAMI medical education program, and the College of Sciences

EXHIBITS

- Exhibit CON-1 [10-year Table of Numbers of Degrees Awarded, All Locations](#)
- Exhibit CON-2 [General Catalog: Curriculum and Degrees](#)
- Exhibit CON-3 [Table: Examples of Faculty Involvement in the Community](#)
- Exhibit CON-4 [Educational Benchmarking Inventory \(EBI\) Executive Summaries](#)
- Exhibit CON-5 [R.N.-B.S.N. Outcomes Survey and Results](#)

COLLEGE OF PHARMACY

Overview

The College of Pharmacy offers the doctor of pharmacy (Pharm.D.) degree, which prepares students to practice the profession of pharmacy. The college also offers the M.S. and Ph.D. in pharmaceutical sciences. The Department of Health Policy and Administration, offering the M.A., is also located in the college. With the July 2007 realignment of faculty in exercise metabolism, dietetics, and nutrition into the College of Pharmacy, the following degrees also became part of the college: B.S., M.S., and Ph.D. in human nutrition; and M.S. in exercise science. While two accredited registered dietitian programs are currently offered—one in Pullman and one in Spokane—work is in progress to consolidate these programs.

The vision of the College of Pharmacy is to be the preeminent college of pharmacy

that provides world-class leadership in the quality of the student educational experience and faculty scholarship. The mission of the college is to advance human health through world-class research and the education of students in patient and pharmaceutical care; the pharmaceutical and biomedical sciences; and health policy and administration. This mission is being accomplished through the college's strategic plan, which was approved by faculty in August 2007 ([Exhibit COP-1](#)). A new strategic plan will be developed in 2009.

The goals of the doctor of pharmacy curriculum are to provide students a solid foundation in pharmacy practice, giving them the ability to:

- Care about and care for patients
- Apply their knowledge through clinical skills
- Employ evidence-based guidelines and principles in practice

In concert with the WSU institutional mission, pharmacy is committed to the principles of diversity, exceptional professional education, research, service, practice, and quality assessment. Diversity is maintained within the college in terms of both students ([Exhibit COP-2](#)) and faculty (gender, ethnicity, socioeconomic background, age). Additionally, students have the opportunity to interact with a diverse group of patients ([Exhibit COP-3](#)).

The University's strategic goals guide actions and decisions in the college. Resources allocated to pharmacy are tied to fulfillment of college and university strategic priorities. Systematic planning is guided by the dean and conducted primarily through the use of the college's administrative and academic councils, standing committees, and external advisory groups.

Faculty

There are a total of 70 faculty members in the college, of whom 47 teach in the professional pharmacy program. Five are research-

track faculty, 14 are in the to-be-created Department of Nutrition and Exercise Metabolism, and four are engaged solely in the health policy and administration (HPA) graduate program.

The 47 faculty members in pharmacy consist of 26 males and 21 females, of whom four are Asian-American, one African-American, and two international. Twenty-one are tenure-track, 22 are non-tenure-track and four are temporary. Thirty-six were trained as pharmacists and/or are licensed pharmacists. A great strength of the pharmacy faculty is the high percentage (16 of 21) of pharmacy-trained individuals who have tenure-track appointments in the college. The college is adequately staffed and replacements have generally been timely. According to the results of the AACP faculty survey, 70 percent of faculty report support staff resources are adequate ([Exhibit COP-5](#)).

The faculty in the Pharm.D. program consists of individuals with appropriate background, training, and state licensure to undertake instruction in different parts of the professional pharmacy curriculum. Many members of the faculty participate in mentoring of graduate students or residents as well as teaching in other WSU programs (e.g., molecular biosciences, neuroscience) or non-WSU programs (e.g., MEDEX Northwest, the University of Washington physician assistant program).

According to the results of the AACP faculty survey, 63 percent of the faculty agree or strongly agree that the college effectively employs strategic planning, 75 percent of the faculty agree or strongly agree that the college requests their input in the development of strategic plans, and 63 percent of the faculty agree or strongly agree that their opinions matter ([Exhibit COP-5](#)). Each department is required to develop and adopt strategic plans in the context of its own mission statement ([Exhibit COP-6](#)).

There is a systematic evaluation process of administrators, faculty, and staff. Faculty are held accountable for performance in the arenas of teaching, research/scholarship,

and service. The criteria for performance review are appropriate to the status of each faculty member.

The University offers development and self-improvement programs on a year-round basis. Programs offered by the CTLT, and initiatives led by the President's Teaching Academy (whose membership includes three faculty members from pharmacy), have been instrumental in improving the quality of education at WSU. Many faculty members are active in AACP and attend teacher seminars at the AACP annual meeting. Grant-writing programs offered through the WSU Office for Research, development programs offered through the Office for Grants and Research Development, and the addition in 2006 of a part-time Ph.D. research professor to mentor research activities of faculty in pharmacotherapy have been important factors in stimulating research and increasing research funding within the college.

Evidence of Effectiveness

Some of the benchmarks established in 2007 ([Exhibit COP-4](#)) have already been reached. However, with the realignment of nutrition, dietetics, and exercise metabolism to the College of Pharmacy in July 2007, these benchmarks will need to be modified and expanded. In addition, assessment and evaluation of desired outcomes in research and teaching is an ongoing activity.

Faculty members were very productive during the past five years with more than 570 publications in both peer-reviewed and non peer-reviewed journals. According to the American Association of Colleges of Pharmacy (AACP), 2007 NIH Rankings ([Exhibit COP-7](#)), the college ranked 37th among 104 pharmacy schools in total amount awarded in 2007 NIH grants and contracts (\$1,457,151). WSU ranked ninth among all pharmacy schools in non-NIH federal agency awards plus foundation/association research awards (\$1,268,515). These rankings are expected to increase as faculty strength in pharmaceutical sciences

and pharmacotherapy increases, and with increased research interaction between these two departments and the human nutrition, exercise physiology, and dietetics faculty.

Student performance is assessed in numerous ways including via pharmacy licensure exam results, residency offerings, and employment opportunities. Finally, the success of the college's programs is favorably reflected by the results of the student, faculty, alumni, and preceptor surveys ([Exhibit COP-8](#)).

Course/faculty evaluations are completed by student pharmacists each semester. Student pharmacists are encouraged to provide specific, constructive feedback, which has been very valuable in modifying and improving courses from year to year. Electronic, Web-based teaching evaluation forms were instituted in 2006. Strategies to improve student participation in the surveys are under development.

Where the College Is Heading

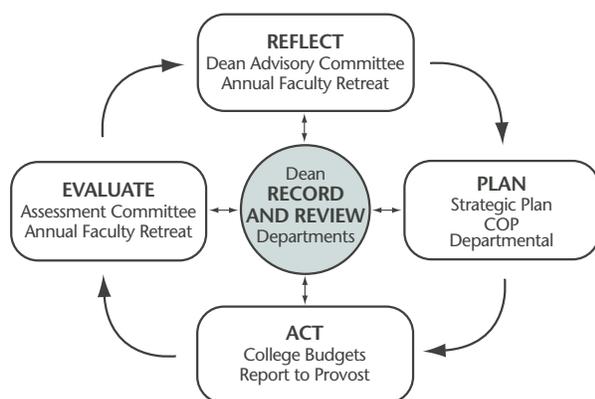
The college's strategic plan ([Exhibit COP-1](#)) identifies the following initiatives:

- Ensuring that its educational programs remain on the forefront of science and practice and thereby influence the profession of pharmacy and other facets of the health care system so that all practitioners maximally use their skills and knowledge
- Continually improving the curriculum and ensuring that the college's graduates are prepared to serve a diverse population
- Capitalizing on its strengths in interdisciplinary research and scholarship, both within and outside the WSU community, to be a focal point for biomedical, educational, and public health research
- Continually addressing critical administrative, regulatory, and infrastructure needs to achieve the college's research, practice, and education potential

- Developing, recruiting, and retaining outstanding and diverse faculty, staff, and students

The college is in a continuous process of evaluating and revising the strategic plan in light of new opportunities in a changing environment, particularly the integration of exercise physiology, nutrition, and dietetics faculty into the college, and the need to provide Pharm.D. students opportunities in the health policy and administration master's degree program. Two faculty members were involved in the state of Washington pilot Continuous Professional Development (CPD) project. The following graphic was patterned after the CPD concept to illustrate the continuous process by which the strategic plan is monitored and revised:

Figure COP-1
Strategic Plan Evaluation Plan



Systematic planning is guided by the dean and conducted primarily through the use of the college's administrative and academic councils, standing committees, and external advisory groups.

ACADEMIC PROGRAMS

Doctor of Pharmacy Program

Substantial changes will occur for the Pharm.D. curriculum, effective with the entering class of fall 2008. This new curriculum development involved extensive

planning, retreats, professional facilitators, external stakeholders, and students.

ASSESSMENT

Critical to the curriculum revision was the development of competency-based outcomes ([Exhibit COP-9](#)) designed to ensure that graduates are prepared to practice pharmacy in various settings with the necessary skills to optimally serve patients. Each course in the revised curriculum is mapped to specific outcomes with the intent of holding both students and faculty accountable for successful achievement of these outcomes. It is anticipated that the Curriculum Committee will expand its role to ensure that the college's curricular competency-based outcomes are being met. Specific activities are outlined in the new curriculum committee structures and bylaws document. Assessment data from reviews will then be utilized to make changes that improve student learning.

The graduating student survey results ([Exhibit COP-10](#)) reveal that 29 percent of the college's graduates did not feel that the curriculum proceeded in a particularly logical progression. This issue has been carefully addressed in design of the new curriculum, in which the sequencing of courses has been revised, and in which the presentation of material has been coordinated between different courses (e.g., pharmacology and pharmacotherapy).

When developing the list of competency-based outcomes for the revised curriculum, the college was guided by accreditation professional competencies:

- Knowledge acquisition and critical thought
- Communication
- Professionalism
- Knowledge of the profession, professional development, and public service
- Medication therapy management
- Management systems, processes, and operations

All course syllabi in the new curriculum include relevant competency-based outcomes that create accountability for the outcomes for both faculty and student pharmacists.

An e-portfolio system will be used to more closely track student pharmacist mastery of curricular outcomes. The AACCP preceptor survey results ([Exhibit COP-11](#)) indicate that preceptors have a high level of satisfaction with the academic and professional preparation of the college's students. Additional feedback regarding student performance is obtained through periodic meetings of the Preceptor Advisory Board and can lead to curricular changes. For example, based on feedback from the advisory board during 2005, a change was implemented in the parenterals course to expand hands-on IV mixing practice. During the December 2007 meeting, the preceptors provided encouraging feedback regarding noticeably improved student pharmacist performance in IV compounding. About 90 percent of graduate pharmacists report they have developed the

necessary skills for continued learning after graduation.

MEASURES OF SUCCESS

Monitoring systems in the following specific areas are in place, enabling the college to know when and how outcomes meet its mission and goals:

- The dean is responsible for writing an annual report to the provost in conjunction with the budget request, detailing the extent to which the college meets and supports the University mission and goals.
- Development goals are determined and monitored on an annual basis.
- Research goals are long-term in nature. Faculty members, individually and in teams, set an agenda and timeline for projects that are focused and capitalize on areas of expertise.
- Faculty member publication goals are systematically monitored during the annual review.

Figure COP-2
College of Pharmacy Degree Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
College of Pharmacy Interdisciplinary	Doctor of Pharmacy	100	33.5*	4.5
	Program in Pharmacology and Toxicology			
	M.S. Pharmacology/Toxicology	0		
	Ph.D. Pharmacology/Toxicology	3		
Health Policy and Administration	M. Health, Policy and Administration	14	0	0
Nutrition and Exercise Metabolism <small>Department created by merger of Human Nutrition from CAHNRS with Exercise Metabolism from Spokane in 2006.</small>	B.S. Exercise Physiology and Metabolism (new in 2004)		5.4	0
	M.S. Exercise Science	1		
	M.S. Human Nutrition	1		
	Ph.D. Nutrition	2		
* This includes 1 FTE from Health Physics & Radiation Bio, College of Pharmacy.				
Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)				
Institutional Review Institutional Research, 04AUG2008				

- A College of Pharmacy education research focus group was formed in February 2008. This informal collection of faculty meets quarterly to collaborate and identify areas of scholarship associated with teaching.
- The department chairs monitor and assess the human resources needed to teach the curriculum and support the departmental activities. The chairs provide feedback to the dean about needs during regularly scheduled meetings.
- The associate dean for clinical programs continually evaluates the availability of quality experiential sites, ensuring that supply matches demand.
- The departments systematically monitor progress in accomplishing the strategic plan, which in turn supports the achievement of the college strategic plan.

The pharmacology/toxicology graduate program has identified seven basic learning outcomes for its students, and has developed a systematic process for assessing those outcomes, leading up to completion of the dissertation. Upon successful defense of the dissertation research, a recommendation is made to the Graduate School for conferral of the Ph.D. degree. An accurate assessment of outcomes for graduate students lies in the ability of the student to publish the results of their dissertation research in first-author manuscripts in peer-reviewed scientific journals.

Based on assessment results and, in part, on the 2006 Yardley report, the department has made the following changes:

- Identified in the Yardley report as a legacy of the past, toxicology is being eliminated as a major research focus
- Pharmaceutical sciences pertaining to cancer biology is a focus area for new hires
- Increased faculty numbers
- Greater effort to increase the number of graduate students and the annual sti-

pend of graduate assistantships, both of which were noted in the Yardley report as being the lowest among the college's peer programs

Department of Health Policy and Administration

The primary mission of the health policy and administration (HPA) graduate program is to:

- Prepare excellent working students in metropolitan Spokane, eastern Washington, and the Inland Northwest region and excellent students nationally interested in healthier communities, for a variety of professional health services management positions; and
- Contribute to community health services enhancement and community health policy development through education, applied research, and service.

In support of its mission, the goals of the HPA are to:

- Provide working students and students interested in improving and developing healthier communities with the knowledge, skills, and values to be skilled health service administrators and community health policy leaders.
- Conduct research that focuses on domestic (local, state, national) and international community health service management and policy enhancement.
- Serve as a resource for health service organizations, programs, and policy settings in domestic and international communities through service activities and outreach.

The health policy and administration M.S. program is accredited by the Commission on Accreditation of Healthcare Management Education. Its location in Spokane with its large tertiary medical centers fosters valuable connections with the medical community. HPA students complete a total of 50 semester hours. The program facilitates

both full- and part-time participation. The minimum time for a full-time student is likely to be two years. A multidisciplinary systems perspective helps students develop knowledge and skills in communication, ethics, interpersonal relations, team-building, management, and delivery of cost-effective health care. Internships, fellowships, research assistantships, and special projects enhance the experience of HPA students. Flexible, individualized programs are suitable to a variety of career goals.

The HPA program has a number of distinctions and strengths. These include:

- The only CAHME-accredited program admitted to the WICHE Western Regional Graduate Program
- National leadership in health finance
- The only CAHME-accredited program academically housed in a College of Pharmacy
- Good relationships with area and regional health services organizations and agencies, many of which employ graduates
- Advisory Committee of health service professionals who provide practitioner insight and connections for students and faculty
- Academic coordinator provides support for students in advising, internships, and career development
- Program mission, goals, and objectives reflect the program's orientation to an innovative community context
- Full graduate membership status to the Association of University Programs in Health Administration

Department of Nutrition and Exercise Metabolism

In 2007, 14 additional faculty positions were transferred to the College of Pharmacy from the Spokane-based program in health sciences and from the College of Agricultural, Human, and Natural Resource

Sciences in Pullman. This realignment was part of the creation of a Division of Health Sciences based in Spokane. In 2008, these faculty members will be organized into a fourth department in the college, with plans to recruit a department chair, adding one other position.

NUTRITION AND COORDINATED DIETETICS PROGRAMS

WSU's human nutrition program is recognized for excellence at both undergraduate and graduate levels. The departmental goal is to equip the student with the skills necessary to be successful in his or her career choices. Courses deal with the processing, manufacturing, safety, and distribution of food; the preparation and serving of food and the nutritional properties of food as related to the needs of people in health and sickness. The department offers options for a B.S. in human nutrition. The undergraduate courses of study within this degree, which prepares students for food-related careers, are general dietetics, coordinated program in dietetics, and nutritional sciences. Minors are also offered in nutrition and foods and food service management.

EXERCISE PHYSIOLOGY AND METABOLISM WITH DIETETICS OPTION

The bachelor of science in exercise physiology and metabolism degree focuses on the effects of nutrition and exercise on human health. This unique curriculum integrates the areas of exercise physiology, human nutrition, biological sciences, and social and psychological sciences. This program is the only bachelor's degree in the U.S. to be both endorsed by the American College of Sports Medicine (ACSM) and accredited by the American Dietetic Association (ADA). Students completing the unique undergraduate degree (including the coordinated program in dietetics) will be eligible to take national examinations for credentialing as entry-level registered dietitians and as certified

ACSM exercise specialists. Graduates have a competitive edge and extensive knowledge in the areas of both exercise physiology and nutrition.

PROGRAM EVALUATION

The exercise physiology and metabolism (ExMet) coordinated program (CP) director in dietetics is responsible for the ongoing internal and external program evaluation process. The program assessment plan [link] outlines and identifies the methods of evaluation. Feedback comes from the stakeholders (students, faculty, department chair, preceptors, alumni, and employers). Based on the survey results outlined in the program assessment plan, the ExMet coordinated program director in dietetics will initiate policy changes and make recommendations for curriculum changes to the ExMet faculty, the department chair, and the CP external advisory committee.

The external program evaluation will be ongoing utilizing the program assessment plan. Informal conversations with other dietetic educators, students, and preceptors will also occur at meetings of groups such as the American College of Sports Medicine, area dietetic professionals, and state and national dietetic associations.

PROGRAM GOALS

The program will prepare graduates to be credentialed entry-level dietitians and certified ACSM exercise specialists.

It will also prepare graduates to demonstrate a commitment to positively con-

tributing to the health of individuals and communities through active participation and/or leadership in community/public service. Outcome measures to assess this goal include:

- Program retention and completion rates
- Statements of satisfaction from students and preceptors regarding the knowledge and skills demonstrated during the supervised practice experiences, the pass rate on the registration examination for dietitians, and exercise specialist certification
- Satisfaction from surveyed graduates and employers indicating that an integrated exercise and nutrition background is advantageous for professional advancement
- Level of desire expressed from surveyed graduates to participate in community/public service activities and/or serve in leadership positions in professional organizations
- Sixteen outcome goals with numerical targets, including pass rates on professional exams ([Exhibit COP-12](#)).

EXHIBITS

Exhibit COP-1 [Pharmacy Strategic Plan](#)

Exhibit COP-2 [Admission](#)

Exhibit COP-3 [Patient Diversity](#)

Exhibit COP-4 [Benchmarks](#)

Exhibit COP-5 [AACP Faculty Survey](#)

**Figure COP-3
Number of Students Passing Exams and Entering Post-graduate Residency Programs**

Washington State University Graduates	2002	2003	2004	2005	2006	2007
Number taking NAPLEX exam for first time	64	73	74	67	81	96
Percent passing the NAPLEX board exam on 1st attempt	96.9%	90.4%	94.6%	88.1%	90.1%	93.8%
Number taking MPJE exam for first time*	101	101	102	91	125	156
Percent passing the MPJE on 1st attempt	92.1	89.1%	94.1%	94.5%	86.4%	93.6%
Number (%) starting residencies	No data	No data	No data	11** (17%)	14*** (20%)	16**** (17%)

- Exhibit COP-6 [Departmental Strategic Plans](#)
- Exhibit COP-7 [AACP 2007 NIH Rankings](#)
- Exhibit COP-8 [Assessment](#)
- Exhibit COP-9 [Competency-Based Outcomes](#)
- Exhibit COP-10 [Graduating Survey](#)
- Exhibit COP-11 [Preceptor Survey](#)
- Exhibit COP-12 [Exercise Metabolism](#)

COLLEGE OF SCIENCES

Overview

THE VISION

The faculty of the College of Sciences (COS) offers an unsurpassed environment for both undergraduates and graduates, and conducts world-class cutting-edge scientific research ([Exhibit COS-1](#)).

THE MISSION

- To provide an intellectually stimulating, challenging, and supportive environment for educating students and equipping them for successful, productive careers in society
- To recruit and retain world-class faculty and enthusiastic, motivated, and well-trained staff who develop and maintain outstanding programs in research and pedagogy in the sciences
- To provide cutting-edge research experiences for advanced undergraduates and for graduate students in areas that meet the needs of the state, the nation, and society at large
- To meet the evolving needs of society by informing the public about the role of the sciences in modern life and applying the research, expertise, and knowledge of the faculty for the solution of technical and societal problems

WSU has long maintained a strong commitment to the pure and applied sciences. In fact, the University was nearly named the Washington State School of Science! Then-president Bryan noted, “It was the desire of the sponsors of the bill to employ the name, The State School of Science as more nearly indicative of its true functions. . .” But, he added, “the act. . . to establish a State Agricultural College and School of Science was passed, and approved by the Governor March 28, 1890.” The first graduate degree at WSU was a master’s in botany granted in 1902, while the first WSU doctorate was granted in 1929 in bacteriology and public health.

The College of Sciences is organized into academic programs, research centers, and support centers. The vision and mission of the college complements that of the University as a whole, and the college is a major contributor to the goals of the WSU strategic plan.

The College of Sciences leads the University in research productivity as measured by facilities and administrative (F&A) expenditures ([Exhibit COS-2](#)). In addition, the grant expenditures per tenure-track faculty member in the college have more than doubled since 1996 ([Exhibit COS-3](#)). These are both indicators of the college’s world-class faculty and research.

Faculty publications, citations, and honors tell the same story. For example, papers published by faculty in the Department of Physics and Astronomy during the past five years have been cited an average of 230 times per faculty member.

During the last 10 years, the College of Sciences was the top producer of doctoral degrees at the University, awarding about 20 percent of the total granted ([Exhibit COS-4](#)). It is also noteworthy that programs like radiochemistry are among the leading producers of Ph.D. students in the United States in that field. Graduate student training grants, such as the biotechnology training grant, research assistantships, and teaching

assistantships provide the necessary support for the college's graduate students.

In all areas of teaching, the COS programs meet the educational goals established by the WSU President's Teaching Academy, including critical and creative thinking; quantitative and symbolic reasoning; information literacy; communication skills; an understanding of the self as part of society; and achievement of depth in a specialty. The college's students demonstrate the achievement of these goals at the annual College of Sciences undergraduate research poster competition ([Exhibit COS-5](#)) where the unit's undergraduate students present original research that they have carried out, both in the form of a poster and orally when they describe their projects to judges and answer questions (for pictures, see [Exhibit COS-6](#)).

The College of Sciences has led the way in innovative programs in support of undergraduate education at the University. The first living-learning community in the WSU system was created at Gannon-Goldsworthy, the math, sciences, and engineering residence hall. In addition to shared classes, Gannon-Goldsworthy offers tutoring, a computer laboratory, and programming targeted to science and math. This residence hall has generated significantly higher retention rates compared to math, science, and engineering students in other living environments.

The college teaches 20 percent of the student credit hours in the University and has shown a significant increase in upper division and graduate credit hours taught ([Exhibit COS-7](#)). In all of teaching activities, the college has maintained a tradition of a strong laboratory experience in relatively small classes that provide students with the opportunity for hands-on learning. The COS provides excellent advising support, including specialized activities such as mock interviews to pre-health science students from across the campus as well as faculty

advising to students in the college's majors. The COS has a robust scholarship program and provides additional support for students to participate in undergraduate research opportunities.

In summary, the college contributes to the mission and goals of WSU, as well as the WSU strategic plan, especially in the areas of research, graduate education, and undergraduate education.

Evidence of Effectiveness

Retention of students from freshman year to senior year in a science major is an ongoing issue, both nationally and at WSU. The COS is addressing this problem with innovative programs such as the development of a careers course using successful WSU alumni as one source of information for students. Data show that Gannon-Goldsworthy increases the retention of students and drives further development of programming ([Exhibit COS-8](#)). The college's response to the need to reach underrepresented groups has been to increase outreach with programs such as the Future Scientists and Engineers, as well as programming for current students such as the recently developed team mentoring program. Undergraduate research remains a high priority in the college. The COS funds summer research opportunities for students using internal funds. An ongoing challenge is to find additional money to support these important research experiences. All of these will continue to be challenges, but the college believes it is approaching the challenges with innovative solutions.

The COS undergoes constant assessment so that it can target dollars towards those programs that will best fulfill the mission and vision of the college. Each department or school has an external advisory board, as does the dean's office. For example, in response to feedback from external reviewers, the COS has reorganized many of its units. In 2000 the former departments of microbiology, genetics and cell biology, and

biochemistry were reformed into a single unit, the School of Molecular Biosciences. Similarly, the former program in biology and the departments of biology and zoology were reorganized into the School of Biological Sciences. These units are stronger as a result of the mergers. More recently, in 2006, the Department of Geology and the program in environmental sciences were reformed to create the School of Earth and Environmental Sciences. This unit has also benefited from the change.

Beginning in 2004, the COS started the process of benchmarking programs in several key areas, including grant expenditures, undergraduate and graduate majors, average annual student credit hours, graduate assistants, bachelor's and Ph.D. degrees, base allocation, and staff FTE on a per faculty FTE basis. In 2004 the data allowing the college to compare itself to science units in other institutions were laboriously collected (**Exhibit COS-9**). The COS has used this data as a benchmark against which it can measure productivity. For example, in 2004, grant expenditures per faculty FTE for the Department of Mathematics, School of Molecular Biosciences, and the Department of Physics all exceeded the mean grant expenditures for similar units at the selected peer institutions. The more recent availability of the Delaware data allows the college to compare its units in the key areas to peer institutions as well as to institutions that the COS aspires to be more like. Recent comparisons show that the college's departments continue to be competitive in key areas.

Individual Faculty and Graduate Student Assessment

Internally, all faculty and graduate students in the COS are evaluated as part of an annual review process. Non-tenure track, non-tenured tenure track, and tenured faculty all are evaluated for teaching, research, and service in a one-on-one meeting. The reviews are provided to the dean. Graduate

students are also evaluated annually and provided feedback.

Undergraduate Program Assessment

A strength in the COS is its undergraduate research, which is assessed at the college's annual undergraduate research poster competition (<http://sciences.wsu.edu/research/researchposter.html>). The first year of the poster competition, with 25 participants, the college learned that it was not putting sufficient emphasis on the productivity of the undergraduate research experience. Feedback in subsequent years indicated that the competition was an excellent opportunity for the students to share their research and for the college to assess the quality of the research experience.

The majority of the college's students are required to produce some sort of senior thesis. Some programs also use end-of-program questionnaires, which provide the feedback needed to improve the quality of those offerings. For example, the pre-veterinary advising program emerged as a result of end-of-program questionnaires.

COS programs are continually looking to NSF as well as other national committees and reports for program guidance on issues of science education. For example, an NSF-funded math/biology grant in the School of Biological Sciences is increasing the mathematics in the biological sciences and the involvement of students in mathematical biology research, and has resulted in the development of new courses.

Across the college, an individualized approach to advising has allowed faculty and staff to keep in touch with the needs of the students and to respond to those needs. For example, feedback from the sciences advising program resulted in the development of the new degree in basic medical sciences, which has grown to be one of the college's largest degree programs.

The COS faculty are active in applying for both internal and external teaching and

learning grants. These grants have allowed the college to make needed changes. Teaching and learning (T&L) grants from the WSU Office of Undergraduate Education allowed ESRP 101 to be completely revamped into a much needed and much improved class. Similarly, a T&L grant allowed the college to develop an effective TA training program for its interdisciplinary science classes (Sci 101 and 102), to expand those courses to include an emphasis on writing skills and laboratory exercises, and to implement a series of assessments in both the honors and non-honors courses. On the advice of external advisory board members and internal assessment, the college developed a careers course with support from a T&L grant.

Where the College Is Heading

Recently, a committee led by the provost identified six areas of preeminence in research and graduate training at WSU. Research within the COS is represented by five of those areas.

All of the college's departments and schools have identified the areas of research strengths within their units. The strategic plans of COS schools and departments have clearly targeted hiring faculty in these areas. The dean has supported an aggressive plan of hiring the best faculty in support of the college's research strengths. The dean has also supported a plan that results in the hiring of a mix of faculty at all ranks rather than hiring only at the rank of assistant professor. The hiring of senior faculty has contributed to the very significant increase in grant expenditures ([Exhibit COS-10](#)), and the mix of junior and senior faculty has strengthened the college's departments and schools.

The greatest challenges the COS faces are adequate start-up packages for new faculty hires and faculty salaries for retention of current faculty. Start-up packages (often upwards of \$500,000) are always a challenge. Hiring the best faculty is of particular

concern in the next couple of years because of the large number of retirements anticipated. While the college is well situated to attract talented faculty, the fiscal challenges are daunting. While the support for spousal accommodation from central administration is generous, the number needed has increased and the college has found it increasingly challenging to meet all salary obligations. COS faculty salaries, particularly in some departments, continue to lag behind the salaries of faculty at WSU's peer institutions.

Graduate education is a clear priority in the college. The college's departments and schools have developed, and continue to develop, aggressive recruiting plans. While the departments of physics and astronomy and chemistry, and the School of Molecular Biosciences, all use enhanced salaries and/or recruiting bonuses to attract the best graduate students, these departments are competing with a market that pays higher salaries to graduate students. The college has taken advantage of the recent availability of "high demand" funds to create 11 new research assistantship (RA) positions. In addition, several departments have been awarded additional RA's from the Graduate School. These new funding mechanisms have strengthened the college's ability to recruit the best graduate students

The COS is currently piloting a B.S. to Ph.D. program. The STARS (Students Targeted towards Advanced Research Studies) program will recruit the best undergraduates beginning their studies at WSU to the college's graduate programs. It will provide the support needed to accelerate the time to degree. This program is likely to be particularly attractive to women, minorities, and two-career couples, all of whom may find moving to another institution for a graduate program a challenge. This new program is already attracting the interest of the highest-quality undergraduates.

The college needs a large number of TA's to support the teaching mission of

the college, and this in turn helps to support its graduate programs. However, much of the unit's lower-division teaching is supported by temporary funds that need to be made permanent.

The number of undergraduate majors in the college continues to grow, and concomitantly, the economy for the state of Washington has an ever-increasing demand for students trained in the sciences and health sciences. The recently formed Program for Undergraduate Learning and Science Education (PULSE), headed by the associate dean, is responsible for the college's outreach, recruitment, and retention programs, as well as its interdisciplinary science courses for non-majors and new course development for majors.

The COS office of the dean provides objective data to the college's departments each semester for all courses taught in the unit, which has allowed the departments to respond quickly to problems and challenges that previously may have gone unnoticed. All departments evaluate their programs each year and frequently undergo major change in response to their assessments.

The COS provides a large number of service courses and general education courses for the University. The college is committed to meeting the needs of non-majors. The science honors curriculum for non-majors was completely redesigned, and then redesigned again to be a good match for the recently approved new honors curriculum. A new series of interdisciplinary science courses was created for the non-science major after a lengthy evaluation process of the college's program offerings to non-science majors. All of these reflect the college's response to the ongoing process of assessment.

ACADEMIC UNITS

School of Biological Sciences

The School of Biological Sciences (SBS) was formed in 1999 from the former departments of zoology and botany and the program in biology in response to changes in biology education and research and as a result of recommendations from internal and external advisory groups. Its formation has increased the ability of the school to hire the "top choice" candidates in faculty searches. It is a strong unit with a faculty of about 37 ([Exhibit COS-11](#)). It teaches in three broad areas of biology: plant physiology, animal physiology, and ecology and evolution. The faculty members have research strengths in population biology; systematics, ecology and behavior; plant physiology; animal ecological and evolutionary physiology; evolutionary genetics; and functional and evolutionary morphology and development.

There is a strong history of collaboration and interdisciplinary research amongst the SBS faculty. The school has also been successfully working with other units on interdisciplinary grants, including an IGERT grant and the Undergraduate Biomathematics grant (UBM).

At Pullman, the school offers B.S. programs in biology and zoology with options in a variety of areas. M.S. programs in biology, botany, and zoology and Ph.D. programs in botany and zoology are also offered. The zoology graduate program is nationally ranked and the botany faculty members are part of the nationally ranked molecular plant biosciences graduate program. The B.S. in biology is also offered at Vancouver and the M.S. in biology at the Tri-Cities.

ASSESSMENT

SBS has well-established learning outcomes for both undergraduate and graduate student programs. Whether students

have met these outcomes is measured in individual courses. Particular emphasis is placed on the seminar courses and writing-in-the-major courses as a tool for assessing learning outcomes. As a result of the assessment process, the school has made several major changes that impact its undergraduate majors. The introductory biology course sequence for majors was completely revised. Biol 107 is now the responsibility of the School of Molecular Biosciences. Student feedback from exit interviews resulted in changes in the advising system. Many of the faculty advisors now specialize in specific areas of advising. In response to a clear need, formal programming on accessing library resources is provided in a required course. These changes have improved outcomes for students.

The laboratory experience provides an effective learning environment. For example, the human anatomy course continues to be cadaver-based. The school has resisted the less expensive (and less satisfactory) alternative of working only from computer programs. Lab courses also continue to provide field trips and field experiences.

The SBS emphasizes the importance of the undergraduate research experience and provides some departmental support for this

activity. The NSF-supported biomathematics undergraduate program also supports undergraduate research. The school is currently developing an endowment for undergraduates to attend scientific meetings to present their results.

Like other units in the COS, the courses offered by the School of Biological Sciences include a large number of service courses. The courses serve non-science majors (e.g., Biol 102), pre-health science students (pre-pharmacy, pre-nursing, anatomy, physiology, etc.), and majors in other units such as natural resource sciences (e.g., management of fishes, mammalogy courses).

The Conner Zoology Museum is enjoyed by the community and the new series “Museum Chats” has increased the use of the museum. The equipment loan program for high school teachers is directed by an SBS faculty member.

Department of Chemistry

The mission of the Department of Chemistry is to provide intellectual and economic advancement of the state, region, nation, and the world through the discovery and development of new chemical knowledge in the academic setting.



In addition to its research contributions, the department prepares B.S., M.S., and Ph.D. students in chemistry while also contributing to the scientific foundation of most undergraduate students in degree programs within the sciences, engineering, and agriculture. The department's educational, research, and service activities are defined around the following focus areas: chemistry of energy and the environment; chemistry of materials; and chemistry of biological systems.

The faculty is small compared to its peer institutions. For the past decade, the department has included about 20 tenured and tenure-track faculty positions; however, the number of non-tenure clinical faculty and instructors has increased. Unfortunately, the department has also carried approximately 10 percent of its positions as vacancies because of a lack of start-up resources for new faculty members. In 2003, the chemistry department was awarded two new faculty positions offered competitively through the provost's office.

The full range of the curriculum is offered in Pullman, and smaller programs exist at the Tri-Cities and Vancouver campuses. The program in Pullman involves a very large service teaching component for the lower-division courses, upper-division courses for B.S. degree-seeking majors, and a graduate program where the emphasis is placed on the Ph.D. degree.

The chemistry curriculum at the undergraduate level prepares students for entry into chemistry graduate or other professional schools and careers as chemists in industry, and is certified by the American Chemical Society (ACS). Recertification occurs every five years, most recently in 2003. The department anticipates that the ACS will mandate changes within the next two to three years, which the unit will evaluate and implement. Its long-term goal is to maintain certification because of the value it adds for graduates.

One important change to the department's undergraduate degree is the require-

ment that B.S. degree recipients complete a research project as a capstone experience that requires integration and application of their chemistry knowledge. The department has also implemented a form of peer-led learning in its organic chemistry series. Undergraduate peer tutors are trained to assist organic students with course materials, and they are paid a modest stipend for their work.

At the graduate level, the primary focus is on the Ph.D. degree. In addition, many chemistry faculty members participate in the materials science degree program.

Through faculty additions, the department has enhanced its graduate course offerings, including polymer chemistry, nuclear and radiochemistry, biological mass spectrometry, and spectroscopy.

EVIDENCE OF EFFECTIVENESS

The chemistry department uses benchmarks to evaluate its effectiveness that, in many cases, have been tracked during the past decade. They include data such as student FTEs, numbers of undergraduate majors, numbers of graduate students, numbers of degrees awarded, research expenditures, and F&A resources generated. The department has experienced a 30 percent increase in enrollment in its 100-level courses—an increase of more than 2,000 student credit hours—along with increases at all other levels. The chemistry department has typically awarded an average of about 10 B.S. and five Ph.D. degrees a year during the past decade.

In the late 1990s, the research productivity of the department had dropped to an all-time low, primarily due to the age demographics of the faculty. As retiring members were replaced, the faculty has generated a new level of productivity, with expenditures increasing by more than 100 percent. For 2006-07, research expenditures exceeded \$4.8 million. Publication rates and quality have increased, and faculty members are receiving new recognition.

**Figure COS-1
College of Sciences Degree, Faculty, and TA/RA FTE Summary**

Reporting Unit	Degree		FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
Chemistry	B.S. Chemistry		12	25.9	35.8
	M.S. Chemistry		4		
	Ph.D. Chemistry		8		
College of Sciences Interdisciplinary	B.S. Science (4 options)	B.S. General Studies Biology	98	4.4	N/A
		B.S. General Studies Math			
		B.S. General Studies Physics			
		B.S. GENMS			
Mathematics	B.S. Mathematics		25	31	19.5
	M.S. Mathematics		11		
	Ph.D. Mathematics		4		
Physics and Astronomy	B.S. Physics		9	18.4	22
	M.S. Physics		5		
	Ph.D. Physics		4		
School of Biological Sciences	B.S. Biology		101	30.6	35.6
	B.S. Zoology		63		
	M.S. Biology		0		
	M.S. Botany		3		
	M.S. Zoology		4		
	Ph.D. Botany		3		
	Ph.D. Zoology		2		
School of Earth & Environmental Sciences	B.S. Environmental Science		7	16.3	16.3
	B.S. Geology		9		
	M. Regional Planning		0		
	M.S. Environmental Science		11		
	M.S. Geology		4		
	Ph.D. Geology		2		
School of Molecular Biosciences	B.S. Biochemistry		25	27.9	18.3
	B.S. Biotechnology		9		
	B.S. Genetics and Cell Biology		15		
	B.S. Microbiology		31		
	M.S. Biochemistry		2		
	M.S. Biotechnology (phased out in 2007)		2		
	M.S. Genetics and Cell Biology		2		
	M.S. Microbiology		1		
	Ph.D. Biochemistry		4		
	Ph.D. Genetics and Cell Biology		1		
	Ph.D. Microbiology		1		

Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)
Institutional Review Institutional Research, 04AUG2008

School of Earth and Environmental Sciences

The School of Earth and Environmental Sciences (SEES) focuses on the study of the earth, the environment, and the interactions of humans with all aspects of the earth system. SEES is a young unit, formed two years ago by the merger of the former program in environmental sciences and the Department of Geology. The school has about 16 faculty members and is built upon three thematic areas of research:

1. Solid Earth

Igneous processes; geochemistry and geochronology; sedimentation and stratigraphy; structural geology; basic and applied geophysics. This component of SEES shares its graduate education program with the University of Idaho and is supported by the world-class WSU geoanalytical laboratory.

2. Water and Surface Processes

Hydrology, ecohydrology, oceanography, pedogenesis, geomorphology, and atmospheric science. This component is strengthened by excellence in laboratory, field, and simulation studies and is a unifying theme within SEES and across the WSU campuses.

3. Ecological Systems

Community and ecosystem ecology; global change; earth and planetary biogeochemistry; environmental planning; systems analysis; system dynamics; environmental management systems; environmental impact assessment; and environmental ethics. New environmental and ecological systems science initiatives for SEES include a major emphasis on sustainability.

SEES faculty and staff provide advice and counsel to a host of federal, state, and regional agencies, which includes advising on natural resource management policy and practice.

The school offers two B.S. degrees (environmental science and geology), two M.S.

degrees (environmental science; geology), and two Ph.D. degrees (environmental and natural resource sciences; geology) in Pullman. The B.S and M.S. in environmental science are also offered on the Vancouver and Tri-Cities campuses.

EVIDENCE OF EFFECTIVENESS

The total number of graduate and undergraduate students in this unit is relatively small ([Exhibit COS-13](#)), allowing the SEES faculty to assess their programs by informal faculty discussions, student feedback, and through the Boards of Visitors. This input has resulted in the retention and strengthening of field-based learning, including field trips in lower-division classes, and class sessions that make routine use of field instructional and demonstration facilities. Other changes in SEES in response to needs have included the addition and strengthening of course material developing understanding of uncertainty, ability to use spreadsheets, and statistics. In addition, the formation of SEES permitted the unit to broaden and strengthen the course requirements for undergraduate majors. The school has also recently added a graded senior research project in the geology major. This will both encourage undergraduate research as well as provide additional assessment data. SEES carries several service courses, particularly Geol 101 and Env S 101, with combined enrollments of more than 800 students.

SEES has a number of international research relationships. For example, collaboration with the University of Lausanne in stable-isotope studies of Yellowstone hydrothermal features has involved five graduate and undergraduate students and includes support for student use of lab facilities in Lausanne.

The early successes of the new school are expected to continue with a much stronger unit emerging.

Department of Mathematics

The Department of Mathematics plays a vital instructional role at both undergraduate and graduate levels, and promotes and conducts high-level research in cutting-edge areas in order to advance the frontiers of knowledge and produce future leaders who are analytically minded. There are approximately 28 tenured and tenure-track faculty members and five additional instructional faculty members ([Exhibit COS-13](#)). The department offers a B.S. in mathematics with multiple options, and also offers three graduate degrees: M.S. in mathematics (non-thesis), Ph.D. in mathematics, and a Ph.D. in mathematics with teaching emphasis.

In addition to serving its own majors, the Department of Mathematics teaches a large number of service courses. The department has been particularly responsive to the needs of the University. For example, four different calculus sequences (biological sciences, business, physical science/engineering/math, and architecture) are offered along with a general mathematics course designed to promote critical thinking and quantitative and symbolic reasoning in students majoring in non-technical disciplines. Several members of the mathematics faculty are directly involved with mathematics education and outreach in the state of Washington. The faculty are also involved in a number of inter- and multidisciplinary projects.

EVIDENCE OF EFFECTIVENESS

The graduate program has undergone changes in the last couple of years in response to the yearly assessment process in the department. The exchange of doctoral students with Mahidol University in Thailand as part of a formal agreement supports WSU's goals of increased globalization.

The Undergraduate Advisory Committee in the department provides annual feedback for mathematics programs. Undergraduate majors in the Department of Mathematics

are required to maintain a portfolio that includes final exams, writing projects, and faculty evaluations based on the student's communication skill, procedural knowledge, and conceptual knowledge ([Exhibit COS-14](#)). The portfolio allows the department to evaluate whether or not students are meeting WSU's six learning goals of the baccalaureate.

WHERE THE UNIT IS HEADING

In 2001-02 the All-University Math Committee made a number of recommendations for improving math education at WSU ([Exhibit COS-15](#)). The mathematics department has been very responsive to these recommendations. As part of a study called Math Solutions, funded by the Office of Undergraduate Education and the Department of Mathematics, different teaching methods are being studied in the pre-calculus courses to determine what effects they have on student persistence, success, attitudes, and downstream success. The findings will be used to guide course structure, TA training, and expectations.

At present, the department is in the final stages of restructuring the doctoral program to allow interdisciplinary research toward a Ph.D. in mathematics with an applied mathematics option.

School of Molecular Biosciences (SMB)

The research mission of the School of Molecular Biosciences (SMB) employs molecular, cellular, and structural techniques to provide new biological insights that will contribute to the intellectual and physical well-being of society. The school's training mission arms undergraduate, graduate, and post-graduate students with the necessary skills and tools to identify and solve modern biological problems. The school's service mission includes the College of Sciences and the University and volunteered efforts both nationally and

internationally. The SMB is best viewed as a dynamic continuum of talented faculty, supported by conscientious and committed staff and trainees, who explore the cellular, molecular, and structural basis of biochemical, genetic, and microbial processes essential for proper function of bacteria, archaea, and eukaryota.

The undergraduate program offers four degrees: biochemistry with an emphasis in molecular biology or biophysics; genetics and cell biology; microbiology; and biotechnology. B.S. degrees have grown from 57 in 2000 to 83 in 2006, an increase of approximately 45 percent. Microbiology is the most popular major and has remained that way over time. In contrast, biotechnology initially grew rapidly but now is showing signs of decline, which may lead to its elimination. The Ph.D. program plans to move from three degrees (biochemistry, genetics and cell biology, and microbiology) to a single interdisciplinary degree in molecular biosciences. Ultimately, the school plans to also merge the four undergraduate degrees into a single degree in molecular biosciences.

EVIDENCE OF EFFECTIVENESS

Average teaching loads are 23, 61, and 38 hours for assistant, associate, and full professors, respectively. Faculty members in their first year have no teaching responsibilities, regardless of rank. With respect to how well the faculty teach, the SMB relies both on peer feedback and student feedback, which indicate that faculty members teach well.

Research expenditures have increased steadily since 2000, exceeding \$7 million in 2007. While the recruitment of four new professors to the Pullman campus has added significantly to the growth of the school's research portfolio, productivity of existing faculty has increased as well. Currently, 100 percent of the school's research-active faculty members have funding at some time during any three-year window. This cohort of SMB faculty has published more than 990 papers that have received 28,235-plus

citations, with each paper cited an average of 29 times.

SMB faculty members participate in events designed to attract high-quality students to the University. To promote the retention of students, every SMB-certified student is assigned to a faculty member for advising. The school strongly encourages undergraduates to work in research labs, where a student can interact with a faculty member on a one-on-one basis. An undergraduate scholarship committee was created several years ago to recognize undergraduates who excel academically, or who deserve a scholarship based on financial need. The school works hard on diversity and gender equality issues. Of the 208 certified majors, 16.3 percent self-identified as multicultural in 2006. For the school's 2005-06 graduates, 59.2 percent were female and more than 50 percent of the graduate students were women. Approximately half of the graduate teaching assistants are women. Faculty members have served or continue to serve on editorial boards of major scientific journals and as leaders in national and international societies.

WHERE THE UNIT IS HEADING

- Develop a research center of excellence that will use an "Omics Pipeline" to create partnerships joining biomedical discoveries with human health initiatives in the greater Spokane area
- Resubmit a very positively reviewed NIGMS training grant proposal in cellular, biochemical, and molecular science
- Work with the COS, the Graduate School, and private donors to find new ways to fund the graduate program
- Devote more attention and resources to developing a post-graduate program
- Replace and update the equipment used in the eight undergraduate labs at a cost of \$250,000
- Increase the number of clinical assistant professors who focus on teaching the school's foundation undergraduate courses

- Complete planning for moving into the new SMB building in summer 2009
- Begin a campaign to request that current and future donors make scholarships available regardless of their specific discipline, which will be essential if SMB moves to a single degree in molecular biosciences

Department of Physics and Astronomy

The Department of Physics and Astronomy is a relatively small department with a highly productive faculty relative to both WSU and peer departments ([Exhibit COS-16](#)). There are approximately 16 faculty members, including two holding the rank of Regents Professor. The Department of Physics and Astronomy offers a B.S. degree in physics with multiple options (such as materials, environmental, optics, mathematical, and astrophysics); a graduate certificate in optoelectronics, which provides students with hands-on and teamwork skills; an M.S. in physics with a thesis option (meant to be a terminal degree) and a non-thesis option for students continuing on to the Ph.D. in physics.

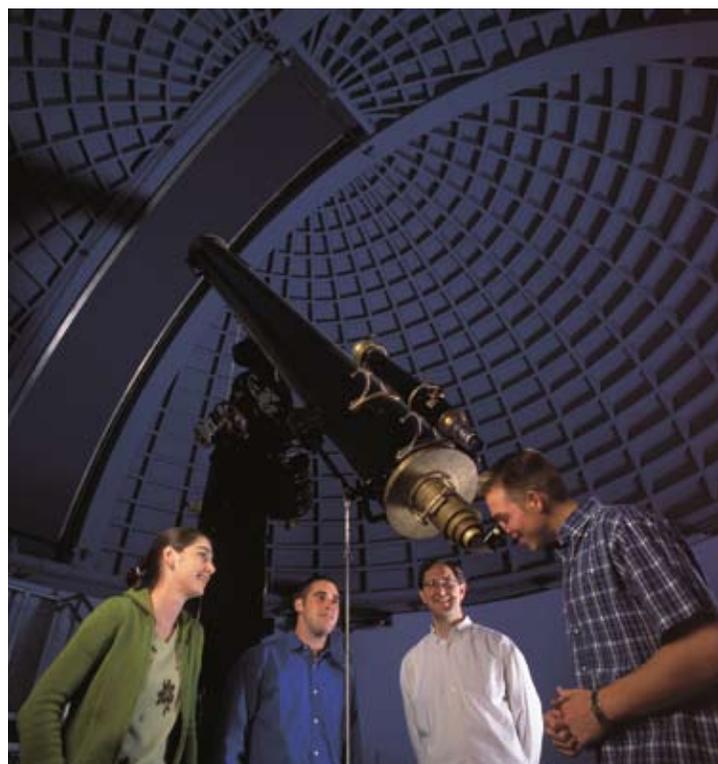
The department's strategic plan identifies three areas of excellence: astrophysics, extreme matter, and materials and optics. One of these areas is listed as one of the six areas of preeminence in research and graduate training at the University. The department has a well thought-out strategic plan that includes a goal of increasing faculty numbers in the targeted areas of excellence. The increase in faculty numbers will likely have a significant impact on the department's national ranking.

The unit maximizes its educational offerings for students by a cooperative agreement with the University of Idaho. This allows students to take classes on both campuses. Collaborations with national laboratories and industrial labs have provided students with opportunities for off-campus research experiences. The department also offers a

joint Ph.D. program with the University of Leuven in Belgium and thus contributes to the University's goal of increased globalization.

Like all departments in the College of Sciences, the Department of Physics and Astronomy supports a number of major undergraduate service courses. In support of the service courses, the department provides a strong support system in the form of free tutor-assisted study halls and other free tutoring.

The department strongly supports the community with activities like the star parties and an annual open house at the James Richard Jewett Observatory, the physics shows for K-12 students, and the WSU planetarium. Other educational outreach programs include Project Astro, a NASA-funded teacher training project, and work done at the Discovery Science Center, a small community museum in Pullman.



EVIDENCE OF EFFECTIVENESS

The department regularly assesses both its undergraduate and graduate programs, including the achievement of identified student learning outcomes ([Exhibit COS-17](#)). Evidence of this during the last five years includes the development of a stronger biophysics track for undergraduates as well as a complete revamping of the graduate core curriculum and sequence of examination.

EXHIBITS

Exhibit COS-1	College of Science Vision
Exhibit COS-2	Facilities and Administrative (F&A) Expenditures
Exhibit COS-3	Grant Expenditures Per Tenure Track Faculty Member
Exhibit COS-4	Doctoral Degrees Awarded at Washington State University
Exhibit COS-5	College of Sciences Undergraduate Research Poster Competition
Exhibit COS-6	Undergraduate Research Poster Competition Photos
Exhibit COS-7	Upper Division and Graduate Credit Hours Taught
Exhibit COS-8	Gannon-Goldsworthy Retention Data
Exhibit COS-9	“Quick Look” Department Summaries
Exhibit COS-10	Grant Expenditures
Exhibit COS-11	SBS Faculty
Exhibit COS-13	Instructional Faculty
Exhibit COS-14	Undergraduate Portfolio
Exhibit COS-15	All-University Math Committee Recommendations
Exhibit COS-16	Department of Physics and Astronomy—Faculty Productivity
Exhibit COS-17	Department of Physics and Astronomy—Assessment

COLLEGE OF VETERINARY MEDICINE

Overview

The mission of the College of Veterinary Medicine (CVM) is to enhance animal and public health and well-being through excellent professional veterinary medical education; graduate, resident, and undergraduate education in the health sciences; basic and applied biomedical, biotechnological, and clinical research; and public service through clinical care and diagnostic services, life-long education, and outreach ([Exhibit CVM-1](#)).

Considerable effort has been expended on creating an environment of trust and respect and a college climate that is conducive to open dialogue and tolerance of opposing viewpoints. The CVM has a staff advisory committee that advises the dean, regular staff appreciation activities, a student-faculty council to promote effective communication between faculty and the student body, and has incorporated formal leadership training exercises throughout the D.V.M. curriculum.

The college is principally involved in professional and graduate education. With respect to research, the CVM is fully in line with WSU's strategic emphasis on cutting-edge research programs. The college has adopted the philosophy that it cannot be all things to all people in terms of areas of research emphasis. It has elected to focus on selected topics with the aim of developing outstanding programs in these areas, and its graduate programs are closely linked to areas of strategic research emphasis.

The CVM's major research strengths are in the areas of immunology and infectious diseases, food safety, neuroscience, and cardiac muscle biology. The cardiac muscle biology emphasis may shift slightly in 2008 to articulate a broader interest in biophysics and molecular physiology of motor proteins (which would include muscle). See [Exhibits CVM-2](#) and [CVM-3](#) for details. With respect

to the neurosciences, the college's current focus areas include sleep and performance, substance abuse, and controls of energy homeostasis. Cross-cutting areas within neuroscience include molecular and cellular neuroscience and ion channel physiology and biophysics. Graduate students in neuroscience have the opportunity to pursue their research with faculty at other campuses, but complete the bulk of their course work in Pullman.

The research expertise and success in infectious diseases and immunology has led to a recent proposal to create the School for Global Animal Health. This school will pursue a mission aimed at providing practical, innovative solutions to infectious disease challenges through research, education, global outreach, and application of disease control at the animal-human interface.

The doctorate in veterinary medicine was first awarded in 1902. It is a four-year professional degree program. The number of doctorates awarded is expected to remain between 90 and 100 for the foreseeable future ([Exhibit CVM-4](#)).

The B.S. degree in neuroscience is the only undergraduate offering in the college. This degree program has grown from its first two graduates in 1998 to an estimated 46 in 2008. It has the highest GPA per student FTE of all majors offered at WSU. Neuroscience undergraduate majors must be engaged in research laboratory activities in order to graduate ([Exhibit CVM-5](#)).

The college offers the M.S. and Ph.D. in both veterinary science and neuroscience. While the neuroscience doctorate is a fairly focused degree, the Ph.D. in veterinary science is awarded for satisfactory completion of work in a very diverse array of disciplines, such as epidemiology, reproductive physiology, parasitology, immunology, infectious diseases, surgery, and equine sports medicine. The CVM is currently exploring the possibility of creating one or two new Ph.D. programs in areas that reflect the college's identified areas of research focus (e.g.,

immunology and infectious diseases) in order to better reflect these foci and to better market the program to non-veterinarians. As it stands, the term "veterinary science" has limited connotations in today's scientific research world, with many prospective non-D.V.M. graduate students thinking that one must have the D.V.M. to apply, or that it focuses very specifically on clinical veterinary fields, rather than the broader health sciences as is truly the case.

Related exhibits show the recent trends in the college's total student FTE ([Exhibit CVM-6](#)), average annual student and faculty FTE ([Exhibit CVM-7](#)), and degrees awarded 2003-07 ([Exhibit CVM-8](#)).

The Department of Veterinary Microbiology and Pathology has M.S. and Ph.D. programs with the Autonomous University of Mexico City, the National Autonomous University of Mexico, and Seoul National University in Seoul, South Korea, to educate citizens of the respective countries in the area of infectious diseases of animals and/or global animal health.

In addition to adhering to general University policies and procedures, the CVM has an organization and policy manual ([Exhibit CVM-9](#)) and documents and standing committees in place, charged with taking a proactive approach to ensuring ethical treatment of faculty, staff, and students.

Evidence of Effectiveness

The CVM developed a series of benchmarks in 2004 with the aim of attaining the associated targets in five years. Some goals have been reached already while others are within reach. Some, however, appear to not be attainable in this period. Nonetheless, they remain worthwhile targets and serve to demonstrate how far the college needs to improve if its mission is to be truly fulfilled ([Exhibit CVM-10](#)).

ACADEMIC PROGRAMS

Neuroscience

The Department of Veterinary and Comparative Anatomy, Pharmacology, and Physiology (VCAPP) is the administrative home to one undergraduate degree program, the B.S. in neuroscience, which is interdisciplinary and includes faculty from across campus. The neuroscience program serves high-achieving students who plan careers as veterinarians, doctors, dentists, other health professionals, biomedical scientists in academia and industry, or in research support positions in universities, government agencies, or industry. It emphasizes core competency in the life and physical sciences and mathematics coupled with depth of study in the molecular, cellular, and systems biology of the brain and central nervous system; mentored hands-on research experiences in the laboratories of program faculty; developing the whole person through study abroad; service to community in raising awareness of neuroscience topics as they relate to society; engagement in activities to bring the excitement of science to elementary schoolchildren; and participation in the life of the department and discipline (club activities, department social events, and attending/presenting at scientific meetings).

Major features of the program are (1) the centrality of the research experience, and (2) the integrated role of service experiences ([Exhibit CVM-26](#)). Graduates of the neuroscience graduate program are prepared for careers in teaching, research, and public service. Potential employers of program graduates include colleges and universities, pharmaceutical and biotechnology companies, and governmental agencies. Graduates are capable of teaching neuroscience, physiology, and pharmacology to professional and graduate students in the health sciences.

Professional D.V.M. Program

The professional curriculum prepares students for a variety of career paths. The majority of graduates enter private practice directly, so a major goal of the program is to bring students to an entry level of clinical competency in companion and/or food animal medicine and surgery. A growing number of students pursue further training, either in clinical internship and residency programs, or in research-oriented graduate programs. The required level of performance in didactic course work and minimum level of competency in clinical rotations is detailed in the CVM Academic Standards Policy ([Exhibit CVM-11](#)).

Assessment of Learning Outcomes

NEUROSCIENCE

Based on self-reflection among the faculty in relation to the WSU's six learning goals, in 2002 the undergraduate neuroscience program adopted an assessment rubric ([Exhibit CVM-12](#)) and set of ongoing processes designed to improve the performance and outcomes of the program and to complement the program mission. The rubric expanded on the six learning goals developed by the WSU Teaching Academy.

In addition to the above, the CVM relies on student course evaluation and exit interviews to provide information about the program and its goals. Students also generally become close with faculty because they are all mentored in the research laboratory setting. The faculty receive considerable feedback in this way. Program oversight is structured via curriculum and policy committees, so there is ample opportunity for this trail of information to coalesce at an administrative level for consideration.

The program has made improvements that include rearranging courses to ensure the most efficient progress through the curriculum; creating an honors version of the introductory neuroscience course; adding a rigorous laboratory component to neuro-

physiology; adding a senior project course to allow students to formally present their work in order to evaluate their research experience and to assess the effectiveness of the neuroscience program.

The CVM encourages students to participate in at least one semester of a study abroad and, to date, more than 20 students have participated in a WSU-sponsored study abroad program in places like Australia, Japan, Chile, Spain, Italy, and the UK.

Faculty self-reflection is the primary tool used for assessing the graduate program effectiveness. An active graduate studies committee and an associate chair of the department who has primary responsibility for graduate program oversight ensures a consistent pattern of structured self-reflection. This drives changes to curriculum and to overall program policies and procedures and has tightened up quality control and its ability to move students to successful completion in a timely fashion.

PROFESSIONAL D.V.M. PROGRAM

Veterinary students take a large number of exams throughout the preclinical curriculum. Many instructors incorporate integrative, case-based problems in their exams. To the extent that such cases draw on material from earlier parts of the curriculum, such exams have the potential to show progressive development of the skills and knowledge required of D.V.M. program graduates. A challenge the program faces is the availability of sufficient faculty time to write such high-level exams, and the ability to systematically analyze the resulting data to identify potential areas of concern.

Students in the final year receive individual evaluations for each clinical rotation completed. This ensures the required level of competency has been met in each clinical rotation. A sample rubric ([Exhibit CVM-13](#)) for evaluation of clinical performance is provided. Evaluation of fourth-year students' writing and oral presentation skills is accomplished in VM600P, Scientific Writing and

Presentation. Rubrics for the required paper ([Exhibit CVM-14](#)) and oral presentation ([Exhibit CVM-15](#)) are used for consistency of feedback to students. To complement these internal measures, the program also obtains external measures of students' clinical skills through the evaluations submitted by preceptors.

The North American Veterinary Licensing Exam is an extensively normed and validated summative assessment. Pass rates for WSU graduates equal or exceed the national average. All WSU D.V.M. students must also pass a clinical proficiency exam, which includes oral ([Exhibit CVM-16](#)) and written ([Exhibit CVM-17](#)) components. The exam reflects the strong faculty commitment to assess clinical competencies in a manner that requires a student to demonstrate the actual skills required in practice. Again, though, the program is challenged to conduct this important exam in a form which ensures appropriate high quality of the exam itself, allows for adequate feedback to the students, and does not place unsustainable demands on already limited faculty time.

In addition to these direct assessments, the program routinely utilizes student evaluations, and every graduating class is asked to complete an exit interview survey ([Exhibit CVM-18](#)). Finally, the unit conducts an extensive survey of its graduates every five years. Data obtained in this survey have been used to adjust the curriculum to current practice conditions ([Exhibit CVM-19](#)).

Major change has been implemented in the timing and sequence of courses in the D.V.M. curriculum. Along with these changes, the first pharmacology course was revamped to include much more emphasis and rigor with respect to quantitative material related to drug dosing. In response to recognition within the profession of the need for training in clinical communication skills ([Exhibit CVM-20](#)), the college has recruited a world leader in clinical communication in human medicine. In the first-year gross anatomy course, organizational changes ([Exhibit CVM-21](#)) have been

introduced which incorporate an explicit emphasis on development of self- and peer-assessment skills (Exhibit CVM-22), professional speaking skills, and teamwork.

The college has just begun a systematic review of the entire curriculum. While faculty self-reflection and discussion have not identified any particular “problems,” and most courses receive good-to-excellent student reviews, there has been general agreement that the amount of time that students spend in class is excessive and allows little time for introduction of new courses or selection of more than a small number of electives by students.

The AVMA Council on Education recommendations in recent years have stressed the importance of additional resources in support of faculty salaries and start-up in order for the institution to be able to recruit and retain the clinical specialists that are essential to the quality and effectiveness of both preclinical and clinical instruction. Some progress has been made in this area but it continues to represent a significant challenge as the gap widens between compensation levels in private practice and academic positions.

The AVMA Council on Education has also emphasized the importance of ongoing outcomes assessment and the ability to use data obtained in this way to continually adjust and improve the curriculum. To coordinate and bolster both the collection and analysis of outcomes assessment, the dean has designated a faculty member full time to this process. The college anticipates a rapid improvement in the manner in which the D.V.M. program makes use of outcomes assessment to actively improve its instructional process.

The program has a relatively stable core faculty of about 110 individuals. The teaching and research missions have been balanced, in part, by selectively hiring more non-tenure-track clinical faculty, whose salaries are comparable to the tenured faculty. This allows the program to manage very high contact-hour teaching loads, while better protecting research time for tenure-track faculty (Exhibit CVM-23; Exhibit CVM-24).

Overall, approximately 73 percent of the D.V.M. program’s budget comes from non-state funding. The program has room for continued growth and strengthening of its programs if existing resources are carefully

Figure CVM-1
College of Veterinary Medicine Degree, Faculty, and TA/RA FTE Summary

Reporting Unit	Degree	FY 2007 Degrees	FY 2007 Instructional FTE	TA/RA FTE (Pullman Campus Only)
College of Veterinary Medicine Interdisciplinary	B.S. Veterinary Science	5	63.9*	34.5***
	Doctor of Veterinary Medicine	119		
	M.S. Veterinary Science	2		
	Ph.D. Veterinary Science	4		
VCAAP (Department of Veterinary and Comparative Anatomy and Physiology)	B.S. Neuroscience	26	27.7	14.5
	M.S. Neuroscience	0		
	Ph.D. Neuroscience	3		
* This Instructional FTE include 20.9 from VMP and 40.1 from Veterinary Clinical Sciences.				
*** This TA/RA FTE include 17 from VMP and 17 from Veterinary Clinical Sciences.				
Source: All data gathered from Data Delivery on University Portfolio SharePoint Site. All FTE data from September 30, 2006 employee appointment downloads from HEPPS. Degree data from Student Data Warehouse. Instructional Faculty FTE from the Faculty Data reports assigned by appointing department and may not reflect all faculty participating in the program, especially for interdisciplinary programs. RA/TA FTE from the Budget Review Profile reports and are assigned by budgeting department. (Pullman only)				
Institutional Review Institutional Research, 04AUG2008				

prioritized, but the opportunities can be fully realized only with increased resources. The CVM has a strong history of successful leveraging of state funding into more resources from outside the University.

The neuroscience program actively contributes to the University's diversity goals by participating in many local and regional recruitment events targeting a diverse student population. Participation takes many forms, including hosting workshops for students visiting campus or traveling throughout the state to host hands-on workshops for students.

There is a strong international character to the college's staffing; as of this writing approximately 35 percent of the employees and students are here on a visa (41/119). Often, the proportion is higher; this varies over time as people come and go. The CVM also has significant international collaborations and sees a steady stream of visiting scientists who come anywhere from a week to three months periodically. In the past year, VCAPP collaborators, visiting faculty, post-docs, and graduate students hailed from Germany, Hungary, The Netherlands, Poland, Italy, Venezuela, Columbia, Mexico, Canada, Iran, Russia, Japan, and China.

Faculty travel widely, and in addition to the examples noted of those who visit WSU, many faculty travel to international meetings and workshops. Periodically, they also travel to the laboratories of collaborators in other countries. The college exchanges students and faculty with Nihon University College of BioResource Sciences.

Where the Unit Is Heading

Faculty hiring is the most significant resource commitment that the College of Veterinary Medicine makes, particularly when the cost of start-up packages is taken into account. It is at times difficult to balance the demands of the educational mission of a very intense and diverse curriculum with those of the research mission. There are important differences between

the clinical and preclinical departments in the way these decisions are made. A primary consideration (apart from selecting individuals who will be good teachers regardless of their specific area of interest) is strategic research fit, especially with respect to the potential for a person to enhance the productivity of an existing research team or cluster. Every department and unit is expected to have a strategic plan, a hiring plan, and a three-year budget plan that reflects planning for future hires in terms of projected salaries and start-up costs.

The next most significant resource commitment is to staffing. The CVM has a dedicated staff to assist the faculty in meeting all their many obligations and goals in advising, teaching, and scholarship. The college tries to use staff to significantly leverage the faculty effort; however, in some areas, it is woefully understaffed due simply to a lack of the budget needed to support them.

Growth in strategic research areas of focus will come from a portfolio of resources ([Exhibit CVM-25](#)). The college will continue to seek additional funds through internal reallocation based on academic priority considerations in the budgeting process and, through partnerships with other WSU colleagues, will seek a role in broader, thematic decision packages for new programs put forward for legislative consideration. In the main, however, the CVM anticipates that the targeted investment of state funds—guided by its strategic plan—will be needed to leverage outside resources.

It is also noteworthy that the college's policy regarding intramural research monies has generated great leverage. While faculty in the first three years of their tenure at WSU are given top priority for support, all faculty requesting CVM-based funds are expected to submit an extramural proposal stemming from the intramurally funded work. When last evaluated, this policy had effectively generated 30 extramural dollars for every intramurally allocated dollar.

The CVM's other high priority goal is

new space. The college has a critical shortage of quality research space that stunts its potential and is beginning to have negative financial effects.

In contributing to WSU's success in achieving the goals of the strategic plan, the college will continue to aggressively leverage its resources for research success. Building research programs will facilitate building the quality (and to a modest extent the size) of the college's doctoral programs. Larger research programs will provide the means to contribute significantly to WSU's goal of undergraduate and professional student engagement in research. Coordinated hiring to ensure excellence in both teaching and research has marked the last five years and will continue.

EXHIBITS

Exhibit CVM-1	College of Veterinary Medicine Strategic Plan
Exhibit CVM-2	10-year Summary Trend Data on Research, Scholarship, Arts
Exhibit CVM-3	D.V.M. Student Research Training Opportunities 1998-2007
Exhibit CVM-4	5-year Table of Number of Degrees Awarded
Exhibit CVM-5	Student Research Training Opportunities
Exhibit CVM-6	Total Student FTE
Exhibit CVM-7	Average Annual Student and Faculty FTE
Exhibit CVM-8	Degrees Awarded 2003-07
Exhibit CVM-9	Organization and Policy Manual
Exhibit CVM-10	Area Identified Benchmarks
Exhibit CVM-11	CVM Academic Standards Policy
Exhibit CVM-12	Undergraduate Neuroscience Assessment Rubric
Exhibit CVM-13	Sample Rubric—Clinical Performance
Exhibit CVM-14	Assessment Rubric—Required Paper
Exhibit CVM-15	Assessment Rubric—Oral Presentation

Exhibit CVM-16	Clinical Proficiency Oral Exam
Exhibit CVM-17	Clinical Proficiency Written Exam
Exhibit CVM-18	Exit Interview Survey
Exhibit CVM-19	Exit Surveys—OSU 2004, CVM 2003, CVM 2004
Exhibit CVM-20	Clinical Communication Skills
Exhibit CVM-21	Gross Anatomy—Organizational Changes
Exhibit CVM-22	Professional Speaking Skills
Exhibit CVM-23	Faculty Hiring Plan
Exhibit CVM-24	Student Credit Hours by Course College and Teacher Category
Exhibit CVM-25	Area Budget Profile
Exhibit CVM-26	Neuroscience Program

UNIVERSITY HONORS COLLEGE

Overview

The Honors College is a key unit for the University's undergraduate strategic goals, challenging high-ability students to achieve their academic capabilities fully. All WSU's peer land-grant universities, as well as those in the Global Challenge States, include an honors program or college; however, few offer a four-year program that replaces all general education requirements, and is compatible with all majors. The Honors College at WSU has been a national leader in this approach since its founding in 1960.

Rather than a four-year Honors College curriculum, the Vancouver campus has initiated a "Scholars Program," which involves completing several seminars and the honors thesis.

Honors' new curriculum, the most significant revision in the history of the program, focuses on educating leaders for a global society and includes interdisciplinary courses in the biological and physical sciences, the arts and humanities, and social

science as well as the capstone honors thesis requirement. The new foreign language proficiency requirement ensures that graduates are globally competitive for graduate/professional schools as well as career opportunities. Honors College students continue to fully participate in opportunities for study abroad that provide essential cross-cultural awareness ([Exhibit Honors-1](#)).

The Honors College supports the strategic goal of attracting and retaining superior faculty by offering opportunities to faculty across the University to interact with honors students. The Honors College “core” faculty includes three administrators and one assistant professor. The three administrators have minimal teaching responsibilities. All other faculty members are “borrowed” from various departments on campus. Their departments are compensated with funding sufficient to hire a graduate student for an entire year and a graduate tuition waiver in exchange for one course taught by the faculty member in the Honors College curriculum. Nearly 60 percent of the faculty teaching honors courses are in tenure-track positions: 15 percent are full professors, 21 percent associate professors, 22 percent assistant professors ([Exhibit Honors-2](#)). Approximately 10 percent are long-time employees of the University who hold “clinical instructor” or “clinical assistant professor” rank ([Exhibit Honors-3](#)).

Evidence of Effectiveness

The Honors College strategic planning benchmarks have been met or exceeded ([Exhibit Honors-4](#)):

- Maintaining high standards for incoming students while increasing diversity in the student body from 7 percent in 2004 to 11 percent in 2007, with average GPAs of 3.9 and verbal/math SAT scores of 1316

- Increasing the percentage of honors students who study abroad from 17.5 percent in 2003 to 28 percent in 2007
- Increasing the percentage of honors students who publish their theses in refereed journals and/or present their research at regional and national conferences from 4.7 percent in 2003 to 13.8 percent in 2007
- Developing a stream of private giving that supplements the operations budget and generates funds to pursue opportunities for excellence for students and faculty from \$182,048 in 2004 to \$437,189 in 2008

The yield rate (offered admissions vs. enrolled on 10th day) for entering students fall 2007 was 50 percent compared to 37 percent for the University as a whole for high-ability students, and 42 percent for Regents Scholars.

The retention of honors students from the first to the second years exceeded 90 percent in fall 2006. Freshman cumulative GPAs have approximated 3.6 or higher for the past six years. The six-year graduation rate is 79.2 ([Exhibit Honors-5](#)).

Nearly 90 percent of the students who earned the Honors College certificate of completion in 2006-07 graduated summa, magna, or cum laude, including a 12 percent increase in the two highest levels of distinction from the previous year. More than 30 percent gain first-hand global knowledge by studying abroad at least once during their undergraduate years at WSU—most in non-English speaking countries. That is more than 15 times the national average. Thirty-one percent of spring 2007 graduates passed WSU’s junior writing portfolio “with distinction,” an accomplishment achieved by only 10 percent of students campuswide.

Changes Made from Assessment

Since 2004, the Honors College has adhered to the Six Learning Goals of the Baccalau-

reate as the learning outcomes of its program. In 2005, the Honors College added a new English class—Honors Research and Writing—to replace the honors version of English 101, as transcript analysis and testimonials from both students and faculty made it abundantly clear that advanced placement courses in English from high school were not sufficiently preparing students for the requirements of their college courses ([Exhibit Honors-6](#)). In fall 2005, a new two-semester interdisciplinary science course (Science 198-199) was piloted for the Honors College. In October 2006, a proposal for a more advanced research class in honors history was approved by the Faculty Senate ([Exhibit Honors-7](#)).

Building on the work made possible by a 2005 Teaching and Learning Assessment Grant, faculty from the Honors College worked with the Department of Foreign Languages and Cultures to develop a foreign language proficiency requirement ([Exhibit Honors-8](#)). Inclusion of this requirement will move the Honors College toward alignment with the very best public universities in terms of language expectations and address foreign language acquisition as an aspect of communication.

Currently, the most comprehensive assessment of the six learning goals is included in the capstone Honors Thesis ([Exhibit Honors-9](#)).

Faculty who teach honors courses are encouraged to be very intentional about addressing WSU's six learning goals, and faculty syllabi are examined for evidence that the learning goals are clearly delineated for the students ([Exhibit Honors-10](#)). As would be expected, the introductory courses focus on “emerging” or “developing” levels of competence on several of the outcomes, while more senior courses have assignments that focus on “mastery” of the outcomes. However, the data suggest that assignments in upper-division courses may need to be redesigned to enhance information literacy

and quantitative and symbolic reasoning ([Exhibit Honors-11](#)).

Student evaluations of each course are carefully read and analyzed. Faculty members are invited to teach in the Honors College contingent on satisfactory course evaluations each semester ([Exhibit Honors-12](#); [Honors-13](#)).

Advising is assessed through the graduating senior exit evaluation ([Exhibit Honors-14](#)). In the past five years, efforts have been made to increase the number of one-on-one meetings that honors students have with their advisors in the Honors College. Freshmen, sophomores, and juniors are currently required to participate in advising meetings. In the fall of 2007, mandatory one-on-one honors advising appointments for freshmen were instituted with a common list of topics developed to be discussed by all advisors ([Exhibit Honors-15](#); [Exhibit Honors-16](#); [Exhibit Honors-17](#)).

Students who have successfully defended their theses are asked to submit written comments regarding the helpfulness of their honors advisors, their thesis advisors, the Honors thesis Web site, and the contribution of the honors theses to their future careers. Changes are made to the thesis requirement and the information available to the students as a result of this evaluation ([Exhibit Honors-18](#)).

Since 2003 the Honors College has offered a certificate of global competency. This elective certificate entails requirements in three areas: foreign language competency; education abroad; and course work in a set curriculum ([Exhibit Honors-19](#)).

The Honors College has had significant success in meeting diversity goals in terms of students. The Honors College actively participates in events where high-ability students of color are identified and encouraged to consider becoming an honors student. Utilizing a holistic application process has meant that high school leadership and teacher recommendations have been added

as factors in assessing student potential to succeed in the college.

Future of the Honors College

Approximately 56 percent of the total state budget for the Honors College was devoted to covering the expenses associated with its curriculum in academic year 2007-08. The college has also made a big investment in fund-raising, which has seen large returns. Private giving of \$437,189 in 2007 far exceeded the college's strategic planning benchmark of \$273,072 for that year.

Given the numerous challenges involved in implementing a major curriculum change after nearly 50 years, an additional faculty line is needed to assist with new course development, individual student advising, coordination of the honors thesis, and student recruiting. The Honors College will launch a development effort to fund this position through private giving. The creation of an Honors Faculty Fellow, intended to rotate among university faculty on approximately a three-year cycle, will provide the support needed by the program. The college also plans to significantly increase its donor base in order to provide additional funding to support student thesis research, travel to research conferences, study abroad, and scholarships.

EXHIBITS

Exhibit Honors-1	Honors Curriculum Proposal
Exhibit Honors-2	Honors Faculty AY 2007-08
Exhibit Honors-3	Faculty AY 2007-08 CVs
Exhibit Honors-4	Honors Benchmarks
Exhibit Honors-5	Profile of Honors College Freshman Cohorts
Exhibit Honors-6	Honors English 298
Exhibit Honors-7	Honors History 290 Proposal
Exhibit Honors-8	Honors Foreign Language Proficiency Examination
Exhibit Honors-9	Honors Original Rubric for Thesis and Presentation
Exhibit Honors-10	Learning Outcomes Survey
Exhibit Honors-11	Honors Student Samples of Work
Exhibit Honors-12	Honors Student Evaluation of Faculty Form
Exhibit Honors-13	Sample of Course Evaluation Summary
Exhibit Honors-14	Honors Senior Exit Evaluation
Exhibit Honors-15	Honors Checklist for Freshman Advising
Exhibit Honors-16	Honors Student Checksheet
Exhibit Honors-17	Certificate of Global Competency Checksheet
Exhibit Honors-18	Honors Student Thesis Evaluations AY 06-07
Exhibit Honors-19	Honors Study-Abroad Grads 1206-0807

EXHIBITS

Exhibit 2-1	Educational Outcomes	Volume II, Electronic, Exhibit Room
Exhibit 2-2	Deep Learning	Electronic, Exhibit Room
Exhibit 2-3	Vancouver	Electronic, Exhibit Room
Exhibit 2-4	Inventory of Degree Programs	Volume II, Electronic, Exhibit Room
Exhibit 2-5	Six Learning Goals	Electronic, Exhibit Room
Exhibit 2-6	Financial Ratios	Electronic, Exhibit Room
Exhibit 2-7	Per-Student Expenditure Comparisons	Electronic, Exhibit Room
Exhibit 2-8	High Demand Summary	Electronic, Exhibit Room
Exhibit 2-9	Conjoint Credits	Electronic, Exhibit Room
Exhibit 2-10	College Profiles	Electronic, Exhibit Room
Exhibit 2-11	Transformational Assessment	Volume II, Electronic, Exhibit Room
Exhibit 2-12	Academic Program Reviews	Volume II, Electronic, Exhibit Room
Exhibit 2-13	Assessment Overview	Electronic, Exhibit Room
Exhibit 2-14	College of Departmental Self Studies	Electronic, Exhibit Room
Exhibit 2-15	Assessment Highlights	Electronic, Exhibit Room
Exhibit 2-16	Course Evaluations	Volume II, Electronic, Exhibit Room
Exhibit 2-17	Grading Studies	Electronic, Exhibit Room
Exhibit 2-18	Gannon Goldsworthy as a Retention Tool	Electronic, Exhibit Room
Exhibit 2-19	Teaching & Learning Grants	Electronic, Exhibit Room
Exhibit 2-20	Beginning College Survey of Student Engagement (BCSSE)	Electronic, Exhibit Room
Exhibit 2-21	Retention Report	Electronic, Exhibit Room
Exhibit 2-22	NSSE	Volume II, Electronic, Exhibit Room
Exhibit 2-23	Freshman Focus	Electronic, Exhibit Room
Exhibit 2-24	Alumni Surveys	Electronic, Exhibit Room
Exhibit 2-25	Equity Scorecard	Electronic, Exhibit Room
Exhibit 2-26	Multicultural Student Services Reports	Electronic, Exhibit Room
Exhibit 2-27	General Education	Electronic, Exhibit Room
Exhibit 2-28	Vancouver General Education	Electronic, Exhibit Room
Exhibit 2-29	Shoenberg Report	Electronic, Exhibit Room
Exhibit 2-30	Aligning Courses with Goals	Electronic, Exhibit Room
Exhibit 2-31	EBI	Electronic, Exhibit Room
Exhibit 2-32	Writing Program Data	Electronic, Exhibit Room
Exhibit 2-33	Horticulture Information Literacy Poster	Electronic, Exhibit Room
Exhibit 2-34	Freshman Seminar	Electronic, Exhibit Room
Exhibit 2-35	Math Placement 99-07	Electronic, Exhibit Room
Exhibit 2-36	Assessing Self and Society	Electronic, Exhibit Room
Exhibit 2-37	Graduate School Organizational Chart	Electronic, Exhibit Room
Exhibit 2-38	Graduate Enrollment and Degrees	Electronic, Exhibit Room
Exhibit 2-39	Graduate Education Commission Report	Electronic, Exhibit Room
Exhibit 2-40	Yardley Assessment of Doctoral Programs	Electronic, Exhibit Room
Exhibit 2-41	Evaluation of Data Collection	Electronic, Exhibit Room
Exhibit 2-42	Graduate Catalog	Electronic, Exhibit Room
Exhibit 2-43	Multi-Campus Graduate Education	Electronic, Exhibit Room

Exhibit 2-44	Graduate School Admissions	Electronic, Exhibit Room
Exhibit 2-45	Future of Interdisciplinary Doctoral Ed	Electronic, Exhibit Room
Exhibit 2-46	Professional Development Grant Program	Electronic, Exhibit Room
Exhibit 2-47	Responsible Research Newsletter	Electronic, Exhibit Room
Exhibit 2-48	CDPE Organizational Chart	Volume II, Electronic, Exhibit Room
Exhibit 2-49	DDP Assessment	Electronic, Exhibit Room
Exhibit 2-50	Professional Education	Electronic, Exhibit Room
Exhibit 2-51	Education Abroad Contracts	Electronic, Exhibit Room
Exhibit 2-52	Education Abroad Program Evaluation Form	Electronic, Exhibit Room
Exhibit 2-53	Education Abroad Exchange Feasibility Checklist	Electronic, Exhibit Room
Exhibit 2-54	Policies on Ed Abroad	Electronic, Exhibit Room
Exhibit 2-55	Faculty-Led Programs	Electronic, Exhibit Room
Exhibit 2-56	Education Abroad Course Forms	Electronic, Exhibit Room
Exhibit 2-57	Extension Organizational Chart and Program Data	Volume II, Electronic, Exhibit Room
Exhibit 2-58	Extension Strategic Framework	Electronic, Exhibit Room
Exhibit 2-59	Extension Documents	Electronic, Exhibit Room

WEB SITES

Academic Affairs Prioritization Process	http://academic-prioritization.wsu.edu/
Faculty Senate Web site	http://facsen.wsu.edu/
Graduate School Academic Standards	http://www.gradsch.wsu.edu/current-students/policy/policy/standards.html
Educational Policies and Procedures Manual	http://facsen.wsu.edu/eppm/

Standard Three



STUDENTS

STANDARD THREE

Students

ORGANIZATION

Washington State University is focused on providing high-impact learning experiences that engage students. Student affairs offices serve as partners in providing that experience by working collaboratively with academic units to extend the academic experience beyond the classroom.

The organizational structure and size of student affairs on the three newer campuses (Vancouver, Spokane, Tri-Cities) and one online campus (Distance Degree Programs) continues to evolve to meet the unique needs of students on each campus. The title and reporting lines differ slightly at each campus. At WSU Vancouver, the chief student affairs officer is a vice chancellor and reports to the chancellor; in Spokane, the director of student affairs reports to the chancellor; in Tri-Cities, the director of student affairs reports to the vice chancellor of academic programs; and Distance Degree Programs (DDP) is a unit within the Center for Distance and Professional Education, headed by a dean.

Since 2001, the organization of student affairs on the Pullman campus has undergone major change. Originally led by a vice provost who reported to the provost/academic vice president, in 2001 student affairs became its own division with vice presidential leadership. A reorganization in 2004 combined several student affairs units (Multicultural Student Services; Gender Identity/Expression and Sexual Orientation Resource Center; Women's Resource Center; and Disability Resource Center) and provost-area units (Center for Human Rights, Diversity Education, and the Office of Equity and Diversity) to form the Office of the Vice President for Equity and Diversity.

Leadership in student affairs changed hands late in 2005 when an interim vice president was named. In 2006, housing,

dining, health and wellness, and counseling and testing services began reporting to the vice president for business and finance for budgeting oversight, as these were self-supporting "auxiliary" units, yet programmatically still reporting to student affairs. In 2007, admissions, financial aid, and the registrar's office were moved from student affairs to a new enrollment management area, under the leadership of the vice president for enrollment management.

In May of 2007, the Office of Student Affairs was merged with the Office of the Vice President for Equity and Diversity, combining the traditional student affairs offices with offices typically housed in a diversity area. The purpose of this merger was to acknowledge that diversity and equity are an integral component of the student experience. The vice president for the Division of Student Affairs, Equity, and Diversity (SAED) reports directly to the University president ([Exhibit 3-1](#)).

MISSION AND GOALS

The five administrative campuses of WSU (Pullman, Spokane, Vancouver, Tri-Cities, and Distance Degree Programs), provide access to higher education for students throughout the state. Each campus has a different student body composition and trajectory for the future. Programs are developed in accordance with the needs and demands expressed by the local community and region while, at the same time, they contribute to the strategic goals and aspirations of the University as a whole. System-wide policies, procedures, and quality measures are applied at each campus to guide activities. These overarching policies and procedures are augmented by special and/or unique approaches that are designed to meet specific student needs at each campus. These differences may be slight or more

significant depending upon the support that is available from community resources, staffing, the service expectations of students, and the demographics of the student body.

While each campus has its own vision, mission, and goals for its student affairs organization, all are guided by the University's vision, mission, and goals and the newly updated strategic plan. In May 2008, a reorganization of units within the Division of Student Affairs, Equity, and Diversity laid the groundwork for the development of a revised mission and a new set of goals that provides a clearer definition of roles and responsibilities of the year-old unit.

HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

Human Resources

Staffing on each campus varies widely, in part due to the size of student affairs units. WSU Pullman has more than 600 faculty and staff in the Division of Student Affairs, Equity and Diversity, and more than 100 in the Office of Enrollment Management. WSU Vancouver has 37 faculty and staff; WSU Spokane has 10 student affairs faculty and staff, including Upward Bound staff located in Stevens/Ferry counties; and WSU Tri-Cities campus has 16 student affairs faculty and staff. DDP has 23 faculty and staff.

The staff and faculty of student affairs areas on all campuses are well qualified with academic preparation appropriate to their respective positions and areas. Student affairs staff are evaluated annually regardless of whether they are at the classified staff or administrative professional level. Although not required for most positions within student affairs (with the exception of Counseling Services and Health and Wellness Services), several staff members have Ph.D.'s or are working to achieve that degree. The student affairs staff profiles are provided in the exhibits.

The division is committed to attracting and retaining a diverse workforce. In

order to ensure a diverse applicant pool, the Center for Human Rights encourages all notices of vacancy to include wording related to cultural competencies, and advertisements are placed in multiple publications and those particularly relevant to diverse populations, as well as using Web sites, professional listservs, and personal contacts. Division staff and hiring officials work closely with assigned Equal Opportunity representatives throughout the search and hiring process.

Physical Resources

Physical resources vary on each campus. A new residence hall, refurbishing of existing residence halls, the Student Recreation Center, renovation of Martin Stadium, and classroom buildings that have upgraded technology all enhance the educational mission of the University and provide an excellent living/learning experience for students in Pullman. The Compton Union Building recently completed a two-year, \$86 million renovation that was student-supported. The Division of Student Affairs, Equity, and Diversity had a number of offices that were temporarily relocated during the renovation. In a master plan that honored space needs as much as possible, SAED units found homes across campus and continued to provide quality services to students in the interim. In August 2008, the Compton Union Building (CUB) reopened with new space for the relocated offices and a plan for the CUB "residents" to work collaboratively to provide comprehensive student services was implemented.

A 10-year master housing plan was developed in 2006-07 that aims to create new or refurbish the current physical space of residence halls (See also Standard Eight). In summer 2008, the Stephenson Towers were refurbished with new carpet, paint, and furniture to bring them up-to-date. Additionally, construction is underway on a new 250-bed facility to be completed by fall 2009. The master plan was designed

to upgrade facilities, as this is a significant factor in the recruitment and retention of students. The number of beds is adequate for the number of students who are required or who choose to live on campus.

WSU Vancouver Student Affairs relocated in 2006 to a new building that enhances services for students, faculty, and staff. The Firstenburg Student Commons was also completed and provides student lounge space, a billiards room, and big-screen TV's. WSU Spokane student affairs and student government enjoy greatly enhanced facilities in a new building, where future campus development includes more gathering spaces and greater variety of services in close proximity to the campus. Much of that future development may be in the form of public/private or totally private investment in what is an increasingly vibrant campus location. WSU Tri-Cities student affairs offices, a student lounge, and student government offices are located in the West building, which is a central location for students.

Financial Resources

Budgets for student service areas on each campus are managed independently to provide the most efficient and effective allocation of state resources. Funding for the Division of Student Affairs, Equity, and Diversity in Pullman comes from many sources, including grants, fees, donations, and state dollars. In 2007-08 the overall budget for the division was slightly more than \$26.5 million. State funds comprise ap-

Figure 3-1
Division of Student Affairs,
Equity and Diversity Operating Budget,
2007-08

	Amount	% of Total
State Funds	\$7,543,530	28%
Self-Sustaining Funds (auxiliary funds, fees, etc.)	\$13,066,555	49%
Federal Grants	\$3,415,377	13%
Other	\$2,48,6074	10%
Total	\$26,511,536	100%

proximately 28 percent of the total budget, while fees, grants, and donations make up the additional 72 percent.

In addition to state-supported offices, there are units on each campus that are considered self-supporting or “auxiliary.” Funds received directly from student fees (examples are the health fee, housing and dining fees, orientation fees, and services and activities fees) support these programs. The majority of these self-supporting units’ budgets are managed by the vice president for business and finance.

Since the majority of funding comes from self-sustaining departments, increasing pressure has been put on units to maintain a level of service without significantly increasing student fees.

The division’s overall budget is sufficient to support current student services by using the strategic plan and mission to prioritize initiatives that meet University and SAED goals. New programs and growth in state-supported units will be unlikely. Units supported with state dollars are encouraged to look for outside resources as appropriate to augment their budgets.

ASSESSMENT AND PLANNING

Research on student characteristics and needs for program planning, development, and evaluation purposes is an institutional commitment and requires collaboration among many units with the goal of actively collecting good data to use for planning and improvement. Studies of student pre-entry demographics, longitudinal tracking, surveys, and focus groups provide information for enrollment management, program development, and evaluation.

On a biannual basis, WSU Pullman conducts the National Survey of Student Engagement (NSSE). A number of changes have been made based on NSSE data, including greater integration of residential and academic experiences through residence hall programming and co-curricular

activities, increased focus on foreign languages as a general education option (e.g., colleges of business and engineering), increased focus on academic support for first-year courses (e.g., residence hall based tutoring), greater emphasis on experiential learning (e.g., undergraduate research, study abroad, service learning, internships), faculty grants targeted at first-year courses, and the creation of the Freshman Focus Learning Community. (See Standard Two for additional information.)

True student learning outcomes assessment in Student Affairs, Equity, and Diversity (SAED) is not universal. There are some notable exceptions described below. For the most part, the majority of SAED offices understand student learning outcomes and the process of assessment. Yet, while the units are rich in data, and they assess students regularly with good evaluation and assessment tools, personnel are not as good at using that data to make improvements in programming. The division's goal within the next year is to have the majority of the offices use their student learning outcomes assessment data to begin to systematically improve programs and student services.

Career Services has been instrumental in the development of and support for the e-portfolio efforts of the institution, particularly as it relates to student career development. Additionally, Career Services partnered with the Center for Teaching, Learning, and Technology to develop the student employment rubric. This rubric will enable all student services offices that employ students to more systematically provide learning outcomes and expectations to students that are reflective of the job, and assess that learning in a job evaluation discussion. As more offices adopt the rubric, student learning data will increase and help offices use that data for improvements in training. This is one way in which all offices can participate in one form of student learning outcomes assessment (Exhibit 3-2).

The Center for Civic Engagement's staff assessment rubric has 12 well-defined

dimensions of job performance and professional learning outcomes on a six-point scale. It also addresses staff learning and development on 12 dimensions through self and supervisory input. Annual surveys of community partner organizations reveal that a majority believe student learning is enhanced through service learning and most view themselves as educational partners in student learning and civic engagement. As a result of this survey, CCE staff has strategically and intentionally influenced the way that community partners view their educational contributions to the undergraduate experience of WSU students by reinforcing the importance of the role they play in educating students about community issues.

The ACT student survey of academic advising was administered to sophomore, junior, and senior students on the Pullman campus in fall 2007 as a direct result of previous assessment that revealed a need for advising changes. The goal of this survey was to seek information from students regarding their academic advising experiences and to gain insight into improvements or revisions of policy and practice in WSU's mandatory advising system. Early results indicate that while the system is not broken, there are many areas that could be improved. Plans to work with academic colleges on advising changes are underway. A full report of the ACT survey was developed to share the results and to provide recommendations to the University (Exhibit 3-3).

Who Are Our Students?

There is something special about being a "Coug." Each of the five campuses represents a significant strength of the University and at the same time provides a unique environment for students. Each campus has a different student profile and culture. Pullman's residential campus draws the majority of students to the experience; generations of families have attended WSU at the Pullman campus. As the main campus, the degree offerings are the broadest.

The Vancouver and Tri-Cities campuses have transfer students as their majority student population. Spokane's student population primarily consists of graduate, professional, and degree-completion students. The three campuses are strategically located in the state and available to otherwise underserved populations. Many first-generation students will select a regional campus that is close to home, although first-generation students are recruited to and supported by programming also offered on the Pullman campus. Often closely connected to community colleges in the area, regional campuses represent an easy transition to the next step toward a baccalaureate degree. Programs on the campuses are developed in accordance with the needs and demands expressed by the local community and region.

While the majority of WSU students are undergraduates, graduate students represent 11 percent of the student population in Pullman, 21 percent at Vancouver, nearly

33 percent at Spokane, 25 percent at Tri-Cities, and 7 percent through DDP; overall 17 percent of the students system-wide are graduate or professional students (see also Standard Two).

A higher proportion of freshmen identified themselves as multicultural in 2007 compared to 2003 (15.6 percent vs. 13.7 percent), due largely to more Hispanic and Asian American students. Both Native American and African American student populations have remained fairly stable for the past five years (Native American 1.2 percent to 1.1 percent and African American 2.3 percent to 2.4 percent).

WSU's undergraduate enrollment is 87 percent Washington residents with the remaining 13 percent being out-of-state or international students. International graduate student enrollment for fall 2007 was 19 percent of the total graduate student enrollment. The incoming grade point average for freshmen remains stable as does the freshman retention rate (82 percent for the 2007 cohort). The six-year graduation rate has increased during the decade from a five-year average of 60 percent (for entering cohorts 1992-1996) to a 67 percent graduation rate for the entering class of 2002 ([Exhibit 3-4](#)).

Each campus and the various units that provide student services collect information that enables them to identify students' learning and special needs and systemically make plans to satisfy them. Identified student academic needs are answered through individual advising with faculty or professional advisors, peer tutoring, mentors, educational groups or workshops. Academic advisors utilize SAT/ACT scores, math and writing placement examinations, Advanced Placement and International Baccalaureate tests, and prior college course work to appropriately place students in courses.

Figure 3-2
Enrollment by Headcount, F2007

	Fall 2007 Total Enrollment	% of Total
Undergraduate	20,282	83%
Graduate	3,330	14%
Professional	784	3%
Total	24,396	100%

Figure 3-3
Average Annual Headcount Undergraduate Enrollment, 2003-07

Academic Year	Pullman*	Spokane	Tri Cities	Vancouver	Total
1998-1999	16,743	415	1,067	1,494	19,719
1999-2000	17,020	574	1,054	1,488	20,136
2000-2001	17,266	676	1,080	1,601	20,623
2001-2002	17,707	767	1,049	1,662	21,185
2002-2003	17,912	752	1,057	1,795	21,516
2003-2004	18,031	739	1,148	1,848	21,766
2004-2005	17,982	1,437	1,171	1,918	22,508
2005-2006	18,013	1,510	1,125	1,967	22,615
2006-2007	17,676	1,505	1,066	2,312	22,559
2007-2008	18,091	1,466	1,240	2,558	23,354

*Distance Degree Programs enrollments are primarily served by Pullman. Students can and do enroll on multiple campuses. Nursing students moved from Pullman to Spokane in 2004-05.

Several SAED units provide student needs assessment. Counseling and Testing Services tests and documents learning disabilities; Disability Resource Services (DRC) accommodates students with documented disabilities with assistive technology, additional time for tests, readers, note takers, and van transportation service. Access programs such as Student Support Services (SSS), the College Assistant Migrant Program (CAMP), and the Washington Achiever's Scholars program provide qualified students with additional one-on-one interaction to aid in academic achievement.

STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

(See Also Standard Six)

WSU's five campuses strive for close interaction between student affairs staff, faculty, and students. In addition to the Associated Students of WSU (ASWSU) and the Graduate and Professional Student Association (GPSA), there is an active Student Government Council made up of the presidents and vice presidents of each WSU campus student government, including the GPSA. This group meets quarterly with their advisors to keep communication lines open, advocate for common student issues, and collaborate on activities. Students who are part of the associated student groups have a significant voice in campus decision making.

The president's Student Advisory Board was established in 2007; members are undergraduate student leaders from all campuses. The board meets several times a semester with the president to present issues important to students. Both the president and student members bring issues to the table for information sharing and with the intent to find solutions.

Each year the governor appoints a student to serve for a one-year term on the Board of Regents, the University's governing board. The student regent is required to excuse himself or herself from participating

in voting on matters relating to the hiring, discipline, or tenure of faculty members and other personnel and serves on the Academic and Student Affairs sub-committee. The president of the Graduate and Professional Student Association and the president of the Associated Students of Washington State University sit as representatives of those organizations with the Board of Regents at its public meetings.

The Services and Activities Fee committees at each campus are completely student led, with administrators serving in an advisory role. Administrators do have a vote; however, they are not in the majority. The faculty is involved in the development of policies for student programs and services through Faculty Senate committees, as advisors of student clubs and organizations, and as members of committees of WSU units (e.g., Counseling and Student Health Advisory Committee).

STUDENT'S RIGHTS AND RESPONSIBILITIES

All policies related to students' rights and responsibilities are clearly displayed on the WSU Web site and are introduced to students during new student orientation. All campuses and units follow the same policies and procedures, or, if policies or procedures are modified, modifications are made in consultation with WSU Pullman offices responsible for that area (e.g., at WSU Vancouver the campus judicial officer consults with the Pullman Office of Student Conduct when investigating a case). Some offices display documents on site and make copies available upon request (e.g., Health and Wellness has a patients' rights and responsibilities document).

In 2007, a newly accepted academic integrity policy that spells out clear definitions of plagiarism was developed and approved by the Faculty Senate for faculty and students (<http://www.wsulibs.wsu.edu/plagiarism/main.html>). It is referenced in conduct interactions with students and provided to faculty in annual communications regard-

ing the University's academic integrity policies. The general catalog provides information in the academic regulations about good academic standing (Rule 35) and academic deficiency (Rules 36-40).

CAMPUS SAFETY

(See Also Standard Eight)

WSU makes every effort to ensure the safety and security of students and their property. FERPA is rigorously applied to protect students' academic information, and Health and Wellness Services and Counseling and Testing Services are Health Insurance Portability and Accountability Act (HIPAA) compliant. Firewall technology protects electronic records, and patient files are audited on a regular basis.

Since the Virginia Tech tragedy, WSU has aggressively explored additional means of campus safety. In late 2007, the WSU ALERT system was implemented to alert students, faculty, and staff to potentially dangerous situations. Information about an event is automatically sent via phone, e-mail, and text-messaging. The system was tested in January 2008 during a severe snowstorm when WSU Pullman closed for two days. Additionally, speaker systems to sound warnings on the Pullman and Vancouver campuses are tested several times throughout the semester.

A threat assessment response plan was developed in 2007 in the Division of Student Affairs, Equity, and Diversity that establishes the protocol for working with students who might be a danger to themselves or others. The plan includes a Behavior Assessment Committee (BAC) whose members include the dean of students and representatives from Health and Wellness Services and Counseling Services. The BAC assesses student actions and recommends appropriate support or intervention. A mandatory withdrawal policy was also re-established that can be invoked when a student's behavior seriously compromises him/herself and/or the University.

An early warning system was also created in 2008 as part of the threat assessment response plan. The AWARE network allows faculty, staff, and others who work directly with students to report a concern online (<http://aware.wsu.edu>). Both academic and behavioral concerns are supported. The concern is received in a central database where, once logged, an e-mail is sent to the appropriate support office (dean of students, Student Advising and Learning Center, Counseling Services, Health and Wellness Services). The concerns and responses are discussed in the BAC meetings. The intent of this early warning system is to ensure that struggling students are identified and well-served and that information is shared among offices that can provide support and intervention. The protocol for the AWARE network will be assessed annually.

A critical incident response plan and a revised critical incident notification plan have been implemented in Pullman, both of which comply with the university emergency plan. There are five individual unit on-call systems within the division (Administrative Services Information Systems, Counseling and Testing Services, Health and Wellness Services, Residence Life, and University Recreation). Each of these on-call systems are well-developed, sophisticated, and work in tandem with each other, the Pullman fire and police departments, and with the SAED "duty phone." Vancouver, Spokane, and Tri-Cities will use these plans



as a model to further develop their own plans that more appropriately reflect their student body and location.

WSU Pullman has its own police department and contracts with the city of Pullman for fire safety. In 2008 a new police chief was hired who supervises 16 commissioned police officers (2 women, 14 men). The police department supports an intern program and the student-led Cougar Security program.

WSU Vancouver has three commissioned police officers, including one lieutenant. In WSU Spokane, security officers are on duty 24 hours daily. WSU Tri-Cities' campus relies on the Richland police department for law enforcement services. Student affairs staffs on each campus work with local police and campus security to provide information to students regarding safety and security, particularly as it relates to living in a metropolitan area.

The Washington State University annual Security Report, published every spring, includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Washington State University, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault and other matters. This report is available at www.go.wsu.edu/safety_guide. The University is Cleary Act compliant.

PUBLICATIONS FOR STUDENTS

A print copy of the University's general catalog is provided to all Pullman students when they matriculate, usually during an orientation program. The catalog includes WSU's mission statement; admission requirements and procedures; students' rights and responsibilities; academic regulations; degree completion requirements; credit courses and descriptions; tuition; fees; and the academic calendar. The catalog is also

provided online for all students regardless of their location and is updated regularly to ensure the most current information is available.

A project is underway to enhance the functionality of the main University online catalog to allow easily updated versions for each campus while still ensuring the integrity of course information. This collaborative effort has been supported by Pullman's Registrar's Office. The end result will be more efficient and provide students with better access to online information. WSU Spokane was the first campus to discontinue a printed catalog in fall 2008 when the enhanced online catalog became available.

A *Standards of Conduct* handbook was published and distributed widely to students in Pullman in 2007 in response to the new academic integrity policy and includes additional useful information on topics such as FERPA and alcohol and drug policies.

Pullman, Vancouver, and Distance Degree Programs no longer distribute a printed student handbook as all information is provided online. Individual academic units or student affairs offices have student handbooks with information specifically related to their area. Athletics provides each student-athlete with a day planner that includes such information as the academic calendar, codes of conduct, and practice schedules. Prospective undergraduate students receive a freshman or transfer viewbook, information on housing options, and information related to their academic interest area.

ACADEMIC CREDIT AND RECORDS

Evaluation of student learning or achievement and the award of credit for both graduate and undergraduate students are based upon clearly stated and distinguishable criteria defined in the WSU catalog and on related WSU Web sites. The responsibility for the evaluation of student learning and the awarding of credit rests primarily with the academic units and subsequently with administrative support offices, primar-

ily the registrar's office and the admissions office. WSU transcripts and degree audit reports reflect the established criteria. WSU follows strict guidelines in awarding and transcribing continuing education units that are in accordance with national standards. All campuses follow the same policies and practices.

WSU does not accept credit-by-exam granted by other institutions. External examinations accepted for credit include but are not limited to College Level Examination Program (CLEP), Advanced Placement (AP), challenge examinations, military credit, Peace Corps, and Volunteers in Service to America (VISTA). Matriculated students currently registered may petition to receive credit-by-challenge exam. WSU does not, at this time, award credit for prior experiential or other non-traditional learning. For the few academic courses that carry non-degree credit, that distinction is noted in the course description in the catalog, in the Schedule of Classes, on students' class schedules, and on transcripts. These policies are consistent across all campuses (see also Standard Two).

Information regarding institutional and program graduation requirements is included in department/degree advising, departmental check sheets, in the catalog, and online via a degree audit. The information is also provided to students by advisors throughout the advising process and students are encouraged to seek out the information on their own. Once a student applies for graduation from WSU, regardless of campus, he/she receives a "to do" list from the Registrar's Office that clearly identifies necessary steps to graduation.

In some cases, academic records do not apply academic rules for the award of credit in real time. Lacking automated prerequisite checking and automated wait-list capabilities, the University may remove students from courses as late as the second week of the term due to slow, labor-intensive checking of prerequisites. A further challenge is the lack of automated repeat processing.

Ongoing conversations with the vice president for information services indicate that the planned investment in an enterprise student data system will alleviate these issues.

Academic faculty evaluate student performance and achievement, including those for theses, dissertations, and portfolios. Evaluation criteria is required to be included on the syllabi (and for new or revised courses reviewed by the catalog subcommittee as the first step in the Faculty Senate approval process) for every undergraduate, professional, and graduate course prior to approval. Implementation is in the hands of the faculty. Students receive a course syllabus in class and many are made available online by instructors. The introduction in spring 2008 of the next generation of a degree audit reporting system (DARWin) enhanced the ease of course evaluation for advisors although students did not see an appreciable improvement in the layout of the actual report.

Academic records are accurate, secure, and comprehensive. Permanent records are maintained online on the Academic Information System (AIS) and online in individual offices. The online records are protected behind firewalls and are backed up and stored off site. Software and hardware to support enhanced monitoring and increased security have been added as needed.

The vice president for enrollment management is the data guardian for student data, and the senior associate registrar fulfills the responsibilities of data custodian for student records. Any request for access must have their approval. Additional sensitive student records (counseling and testing records, academic advising, and reinstatement files) are maintained in locked file cabinets or electronically on a firewall-protected server and are retained as required by Washington state law. Data files are backed up daily and are kept in a secure location with excellent security protection. In addition, procedures are in place to remove access to

student records when employees change jobs or leave WSU.

Since 2005, the Registrar's Office has been converting academic records in old formats to electronic records through imaging. The Registrar's Office also coordinates the record retention policies for records. All WSU employees who have electronic access to student records must pass a FERPA test and be re-tested every three years. The requirement to re-take the test has been implemented within the past year.

The transfer equivalency Web site assists applicants in the process of transferring to WSU by providing information about required course work to prepare for academic major certification. Further transfer help for Pullman-bound students is provided by the Student Advising and Learning Center's Transfer Center, and through the newly created transfer team on the Pullman campus. The transfer team has members from several offices (SALC, Admissions, Enrollment Management, Multicultural Student Services, International Programs, and New Student Programs) that work closely with each other to ensure transfer students receive the transitional assistance necessary to enable them to succeed academically. The transfer team has a goal of strengthening connections among its members.

Staff from the Pullman and Vancouver campuses participate in state committees whose charge it is to ensure transfer credit is awarded appropriately and accurately. Transfer credit is accepted from accredited institutions as stated in the general catalog and online (<http://catalog.wsu.edu/catalog/apps/acadregs.asp>). Transfer credit policy is published on the SALC Web site and in the general catalog. Ongoing training for enrollment counselors, on-campus academic advisors, and outreach advisors aids in the dissemination of accurate transfer information to students.

Students who wish to leave WSU are counseled that receiving institutions have the final say with transfer work, and the

University works with students to ensure transcripts are sent promptly. However, the 2007 ACT academic advising survey indicates that students want more information about "withdrawing or transferring from this institution." Academic advisor training for both professional advisors and faculty advisors will address this topic more thoroughly in the future.

STUDENT SERVICES

Office of Enrollment Management

Enrollment Management at Washington State University represents the offices of admission; financial aid and scholarship services; registrar; and recruitment. The office was created in 2007 and the vice president for enrollment management reports directly to the president.

Policy 3:1: Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The Office of Enrollment Management adheres to the principles of good practice that have been defined and developed by the National Association for College Admission Counseling (NACAC), emphasizing professionalism, collaboration, trust, education, fairness and equity, and social responsibility. The association emphasizes ethical behavior on the part of its members, underscoring that protecting the best interest of the student is paramount in its members' marketing, advertising, recruiting, and financial aid activities.

Adherence to the NACAC principles of good practice is evident throughout the University's Web sites and printed materials. Great care is taken to present the University's programs accurately. Where appropriate, data are presented to substantiate such things as claims of top-ranked programs and faculty membership in national societies. Information on what students can expect in

their WSU experience is also documented throughout the Web site, often accompanied by testimonials from current students and alumni (<http://futurestudents.wsu.edu/why/default.aspx>). WSU's accreditation status is clearly outlined on the Web and in the printed General Catalog (<http://www.wsu.edu/NIS/Accreditation.html>).

Each of the five WSU campuses has enrollment counselors who serve as the primary contact for high school or community college students throughout the state of Washington and the Northwest. Recruitment of students is their primary objective, and they also serve as liaisons and ambassadors at university events. Enrollment counselors also work with WSU Learning Centers and Extension offices in all counties of the state to identify potential students.

Since 2003, there has been a continuous commitment to support outreach specialist positions to build relationships with the major regional ethnic populations (African American, Asian American/Pacific Islander, Hispanic, and Native American). As part of the 2008 SAED re-organization, three outreach specialists were reassigned to the Office of Enrollment Management. The outreach specialists primarily concentrate on minority applicants and enrollees and work collaboratively with enrollment counselors and college recruiters.

Admissions

WSU continues to implement and carry out admission policies and practices consistent with its mission. Several key changes have occurred in the past decade. In 1999, the admissions office introduced an online application with the option of submitting a paper application as well. In 2007, the application for admissions was outsourced to College NET's *ApplyWeb* service (a third-party vendor) making it much easier for students to apply to participating institutions once an account has been established (<http://futurestudents.wsu.edu/admission/apply.aspx>). Students can apply to any cam-

pus via the Web or with a paper application, and applications are processed on each individual campus. Since online applications became available there has been an increase in electronic applications from 4 percent in fall 1999 to 93.4 percent for fall 2008.

WSU has been in the forefront of application processing with the Stellant workflow system. Since 1999, application packets are scanned into the workflow system. The Stellant data file system keeps all application documents, correspondence to and from students, and any other relevant documents together in an identified package that is accessible to anyone with access to the system. Academic advisors, staff in the registrar's and financial aid offices, other campuses, and staff members who work routinely with students are trained and given access to the system. Periodic training and regular communications ensure that consistent standards for admission are being met across the system. Transcript evaluations for transfer credit are processed on each campus.

Since 2002, the Office of Admissions has been able to accept Washington community college transcripts electronically and has partnered with Information Technology to facilitate the upload of transcript information into WSU's workflow system, eliminating the need for data entry by hand. WSU Vancouver, Spokane, and Distance Degree Programs have implemented co-admissions programs with several community colleges as a tool to help with students' degree completion. Community college counselors and enrollment counselors from WSU campuses inform potential students about this option.

One of the most important changes related to freshman admissions for fall 2008 was to move from the statewide Admissions Index Number (AIN), created in 1990, to a more holistic, comprehensive review of all applicants. Personal statement questions that consider non-cognitive factors such as overcoming adversity, leadership experiences, and awareness of goals were revised for the 2007-08 academic year. In 2006 the Q-

value scoring formula was introduced (GPA x 400 + SAT/ACT score) to more accurately predict students' ability to benefit at WSU. Notably, even with these significant changes in the application and personal statement questions, freshman applications for admission to the Pullman campus for academic year 2008-09 exceeded 11,000 for the first time. WSU Vancouver implemented the holistic review that includes non-cognitive variables in fall 2006 with its first freshman class.

An Exceptional Talent policy for admission was developed in 2003 as a result of collaborations between athletics, admissions, and the Faculty Senate. Students who are regarded as possessing a talent that will enhance the University and who have letters of support from a department (academic or athletic) can be considered for admission by a three-person board if they would not otherwise be eligible ([Exhibit 3-5](#)).

The Student Advising and Learning Center (SALC), as the academic standing office, hosts a Web site dedicated to the reinstatement process and works closely with returning students (www.salc.wsu.edu). The reinstatement policy was changed in 2007 to require all students who have a semester or cumulative GPA below a 2.0 for the first time to have a face-to-face interview with a representative of the SALC (see *WSU Catalog*, Academic Regulation 38). The goal is to be proactive with students and help prevent future deficient grade point averages. The Retention Council's Report to the Provost ([Exhibit 3-6](#)) recommended that the SALC examine fall 2007 deficiency and retention rates to determine if recent policy changes have been effective (comparable data will be available in February 2009). In the interim, all policies and procedures are under review for the academic deficiency process to ensure students have a positive educational experience that supports academic achievement.

The Office of Recruitment

The Office of Recruitment has as its primary focus increasing diversity and quality of incoming freshman and transfer students, with increasingly sophisticated assessments brought to bear on the recruitment process. An overarching goal is to meet expected enrollment numbers and maintain academic quality criteria for the incoming undergraduate population. In fall 2007 there was a 19 percent increase (3,208) in freshman enrollment. This class had the highest SAT average (1,111) at a time when test scores are down across the nation and state. There was also a 19 percent increase in enrolling freshman students of color in 2007. Finally, the number of non-resident freshman enrolled students increased by 38 percent (100 students), while the number of international freshman enrolled students increased 89 percent (51 students) in 2007.

WSU offers a range of general visitation events and programs to meet the needs of prospective students. The Welcome Center was established in 2003 to provide a convenient, state-of-the-art space to present information to prospective students and parents. Individual visits to campus are arranged twice a day on weekdays, and in response to student and parent requests, scheduled visits are available every Saturday. In addition to touring campus with current students, prospective students may schedule individual appointments with WSU faculty or academic staff in their potential fields of study.

Although state legislation (Initiative 200) does not allow race to be a factor in admission decisions, several practices have been set in motion for the recruitment of and outreach to students with diverse backgrounds. A new bilingual counselor position was created to serve Hispanic populations in both admissions and financial aid. Similarly, the first recruitment brochure was created in Spanish, the first bilingual orientation sessions were implemented in 2007, and telecounseling calls were made in Spanish in

the past year to the growing Hispanic population statewide.

Financial Aid and Scholarships

(See Also Standard Seven)

Federal and state aid is administered centrally using a packaging policy developed for the entire institution to ensure consistent awarding among campuses. In addition to some system-wide scholarship awards, each campus awards local scholarships to supplement federal and state aid.

Each year WSU has approximately 300 students who don't receive enough grant assistance among PELL, the State Need Grant and other institutional grants they are considered for through the University's aid-packaging process. In 2006 the Cougar Commitment was created to ensure that the highest-need students had sufficient grant funding to cover tuition and mandatory fees. Students must apply by the priority deadline and are "committed" to for up to four years. The program is funded with tuition waivers. Last year, 331 students benefited for a total of approximately \$291,000.

With the aid of Noel Levitz consultants and internal analyses, WSU has worked to improve financial aid leveraging in order to do a more effective job of getting scholarship money into the hands of students who are likely to be retained and graduate. Current discussions, derived in part from the 2008 retention study, center on devising more effective internal coordination between colleges and the central scholarship office to create four-year aid packages for students.

Financial aid information and scholarship opportunities are available online, in institutional publications, and in guides from the Department of Education and the Ed Fund. Copies of key documents are also made available in Spanish. Tuition and costs are clearly presented online (<http://future-students.wsu.edu/scholarships/default.aspx>).

Students learn about loan repayment

obligations through individual counseling, individualized portal messages about student debt, and sessions during new student orientation. Entrance and exit counseling also are available to all students online. In April of each year, all student borrowers are sent a WSU portal notice that reminds them of the availability of the summary and how to access it. Campus programs such as WSU Vancouver's A-Z financial aid workshop and WSU Spokane's financial management workshop provide an opportunity to explain policies and options for students face-to-face.

Each campus presents campus and community workshops on financial aid and scholarships and has financial aid staff available to assist current and prospective students. The financial aid office in Pullman oversees aid awards and the student loan program for the entire system. There is a desire to have more local control as branch campuses grow. Future conversations and training will likely lead to a more decentralized process with the Pullman office remaining ultimately responsible for adhering to federal and state regulations.

NEW STUDENT ORIENTATION

New student orientation in Pullman, once tied to the Office of Residence Life and then to admissions, is now a stand-alone office. Orientation programs collaborate extensively across campus with both student affairs and academic affairs offices.

Figure 3-4
Cohort Default Rates

Federal Family Educational Loan Program (FFELP) Cohort Default Rates (CDR)		
Year	WSU	National
1999	3.3%	5.6%
2000	2.8%	5.9%
2001	2.5%	5.4%
2002	2.8%	5.2%
2003	2.6%	4.5%
2004	3.2%	5.1%
2005	2.4%	4.6%

As a result of assessment and retention studies that indicated a need for better academic transitioning and surveys that suggest students who attend an orientation program are retained at higher rates than non-participants, WSU Pullman implemented a mandatory orientation for all undergraduate students who are enrolled for fall 2008. Mandatory orientation allows messaging for new students to be consistent and have an academic focus, and helps make the transition to WSU easier. Nearly 4,800 students in 2008 will attend either a summer orientation program or a program offered in early spring (primarily for transfer students).

Attendance at orientation programs has grown steadily in the past 10 years. In 2007, nearly 90 percent of new freshman students attended the summer orientation, even though it wasn't mandatory. Assessment for orientation programs was revised in 2006 to reflect the learning outcomes for each individual session in the program rather than relying on a satisfaction survey. Results have led to continuous improvements in the program and reflect a desire for more education and information and less about learning the "fight song." All WSU campuses provide orientation programs designed for the specific needs of the student populations served. Orientation for graduate students is provided by academic departments, the graduate school, and each campus.

ACADEMIC ADVISING

(See Also Standards Two and Four)

Unusual for most campuses of WSU's size, academic advising is mandatory for degree-seeking undergraduate students at all University campuses. Advising actually begins with orientation programs on each campus where new students are advised into courses appropriate to their skill level based on information available to academic advisors such as math and English placement tests, SAT or ACT scores, prerequisites for courses, and grades in previous courses.

There has been much attention focused on academic advising since 1999 and most recently in the past two years, yet the University is still not where it needs to be. As a result of previous assessment data and earlier task force reports, an outside consultant was invited to campus in 2006 to provide recommendations on improving advising on the Pullman campus ([Exhibit 3-7](#)). The recent Retention Council also analyzed institutional data and made recommendations for improving advising. Several of the recommendations have been implemented, including developing a university definition of academic advising, mission, vision, and goals for advising, and creation of an Academic Advising Association (WSU ACADA). A forthcoming comprehensive strategic plan on improving academic advising, guided by the leadership in Student Affairs, Equity and Diversity and the provost, will help achieve the goal of excellence in advising.

Faculty and professional advisors on all campuses and in Distance Degree Programs provide academic advising for the student body. Advisor roles are currently being defined more clearly and a strong, comprehensive training program is being developed to be an integral part of enhanced advising. Each campus determines who "owns" academic advising (academic or student affairs) and evaluates the best way to integrate faculty and staff in an advising structure that best supports degree attainment.

WebCat, an online advising tool, was created in 2004 to aid advisors. WebCat draws its information from the WSU mainframe system and includes financial aid, demographic, and academic information. The companion tool for students is planned but has not yet been developed.

Early pre-advising is important for all campuses to aid in a smooth transition for transfer students. Advisors visit community colleges on a regular basis to assist in planning academic schedules that prepare students for transfer. Partnerships between branch campuses and community colleges

have long been the standard. One good example is the Cougar Connection office, a one-stop location for Columbia Basin College students seeking to transfer to WSU Tri-Cities through the coordinated bachelor's degree program. Staff members are on site to meet with students.

CAREER ADVISING

Career advising is delivered locally at all campuses as well as by Internet and phone, and is coordinated by Pullman's career services office. Services are available to prospective and current students, and alumni. Systematic communication and meetings occur among WSU career offices professionals and resources and information are routinely shared. All campuses provide resume workshops, career fairs, and one-on-one counseling for students.

In 2006, Career Services on the Pullman campus assumed responsibility for the Student Employment Center that helps students find jobs related to their majors. The Student Employment Center also partners with the financial aid office to work with students who have work-study funds.

The WSU Retention Council's Report to the Provost recommended that a team of representatives assess and coordinate programs for the overall success of freshmen. In response to both this recommendation and the ACT student survey of academic advising in which students say there is a disconnect between academic major selection and careers, Career Services and the Student Advising and Learning Center combined offices in fall 2008 to form the Center for Advising and Career Development (CACD) that will offer students a more holistic major/degree/job picture. The focus will be on providing a comprehensive experience by connecting academic/career advising, on-campus jobs related to a student's major, internship opportunities, resume preparation and interview techniques, and participation in the job placement fair. Assessment

of the merger, its impact on students, and the office's success is incorporated into the implementation plan.

COUNSELING AND HEALTH AND WELLNESS SERVICES

Counseling and Testing Services' primary mission is to assist students with mental health issues that interfere with normal academic development and persistence toward degree. Outreach programs and groups are complemented with a very robust Web site of self-help resources. Counseling Services on the Pullman campus employs seven psychologists and four interns who see clients. Additionally, the office employs a licensed alcohol counselor and a prevention specialist. Reaccreditation is due in spring 2009. The extensive testing program works with students to determine learning disabilities and to administer placement tests, DDP exams, and standardized national tests. A student health fee covers services in both Counseling Services and Health and Wellness Services.

Other campuses have mental and physical health care available for students either through private practices or contracted through the University. Like many campuses, more WSU students now arrive with complex psychological issues, many that require monitoring of medication. Staffing needs on each campus will be addressed in both Counseling Services and Health and Wellness Services to ensure adequate levels of care.

Health and Wellness Services (HWS) contributes to the primary educational mission of the institution by providing an array of high-quality, highly accessible, cost-effective health, wellness and safety programming. All students are welcome to use HWS services. In 2007, Health and Wellness Services took over management of the student medical insurance plan on the Pullman campus and has negotiated improved rates for undergraduate, graduate, and international students. All WSU students are eligible to

participate in WSU's medical insurance plan. HWS was fully accredited in fall 1999, 2002, 2005, and 2008. Each review earned high praise for patient treatment and staff quality.

RESIDENCE LIFE, HOUSING, AND DINING SERVICES

Residence Life

As the residential campus in the system, WSU Pullman is the only campus that provides student housing. Freshmen are required to live in approved university housing, which currently includes residence halls and Greek chapter houses. Some of Pullman's 16 residence halls are organized by themes that include academic (math, science, and engineering, and honors) and non-academic (wellness and international) programming.

Gannon/Goldsworthy hall is an excellent example of a partnership between the colleges of science and engineering and Residence Life. With support from the colleges, additional programming (such as tutoring, faculty speakers, an in-house academic advisor, and targeted presentations) has a significant impact on students. In 2006, the number of students in science, math, or engineering who lived in Gannon/Goldsworthy with a deficient GPA was lower than STEM students in the comparison hall, Stephenson (15 percent vs. 27 percent), and the retention to third semester was greater (88 percent vs. 76 percent). Plans are underway to increase space for the science, math, and engineering program and to emulate the model in other residence halls to increase retention in the hall, in the major, and at the University.

Residence Life assesses the satisfaction of all hall residents using the national Educational Benchmarking Inventory (EBI) survey, which is administered online in late fall. Additionally, the department conducts self, peer, and supervisory evaluations regarding job-specific responsibilities and the Intercultural Development Inventory (IDI).

The EBI data showed that the more students were engaged, the more satisfied they were with their residence halls. Changes in programming as a result of the EBI include the Dine with Faculty program, where any student can invite a faculty member to the dining hall for a meal "on the house," and an increased "connections" section of the programming model. Improvements to Freshman Focus and the common reading programming were a direct result of student learning assessment and the NSSE. Further, in 2006 Residence Life developed a student learning outcomes rubric that was utilized in the training class for new resident advisors. Improvements were made to the training curriculum to better reflect desired learning outcomes.

The majority of the Department of Residence Life is comprised of 140 student paraprofessionals (Resident Advisors—RAs) who are the frontline staff, living on the residence hall floors in an average ratio of one paraprofessional to 35 residents. An additional 135 students are employed part time as hall desk workers. The desk workers and the paraprofessionals are trained and supervised directly by a staff of 15 Residential Education Directors (REDs), who are administrative professionals pursuing master's degrees in higher education, and 15 advanced paraprofessionals, students who have served on staff for a minimum of two years as RAs.

Residence Life uses an educational and social programming model that emphasizes the importance of balancing challenge and support for residents. Staff members use a community standards approach to help residents assume responsibility for the climate of their living groups as well as self governance within the parameters of the housing contract and University policies. The programming model highlights the needs of new students to rapidly develop an understanding about safety, alcohol and substance abuse, sexual responsibility, and intercultural competencies on campus as academically engaged residents. Communi-

ties are developed with the philosophy of making connections, providing support, celebrating diversity, and engaging students in meaningful ways both in and outside of the classroom environment.

Learning communities in the residence halls provide educational and social benefits for students including a larger social network for residential students and increased out-of-class time with faculty. An unintended benefit is a strong “learning community” that developed among participating faculty who worked together as Freshman Focus pairs, and with their assigned resident advisor and hall director.

The custodial and maintenance staff is carefully trained on the handling of cleaning materials and blood-borne pathogens; proper handling of emergencies and conduct incidents is repeatedly reinforced in order to create and maintain a safety net for all residential students. Housing contract violations are handled by the REDs while Washington Administrative Code violations are addressed through the Office of Student Conduct. Residence Life works very closely with conduct, counseling, and the WSU police department.

Housing and Dining Services

(See Also Standard Eight)

Residence Life and Housing work hand-in-hand to enhance the physical space and programming for students who live on campus. All residence halls have fire sprinklers and smoke detectors, and comply with national, state, and University fire codes. The living areas of all residence halls are locked 24 hours per day. All guests are escorted by their host resident in order to further ensure the safety of the community. Residents are encouraged to take an active role in maintaining a safe and secure residence hall environment. Safety and security rounds are done throughout the evenings every night.

No matter where students live on campus, the physical space in residence halls in-

cludes some common features: a 10-minute walk (or less) from campus center; lounges, TV rooms, and study rooms; kitchens with microwaves; washing machines and dryers; and sports equipment.

Dining Services

All WSU campuses provide some level of on-campus food service for students. Pullman offers an extensive and varied array of food services for students through residence hall dining facilities and the Compton Union Building. All three of Pullman’s dining facilities have been remodeled within the last three years, with the last, Southside Dining Center, opening in March 2008. There is an increasing opportunity for students to eat healthy foods and, with the recent remodels, different and varied food choices make that more possible. The Well-Being Initiative housed in the Student Recreation Center helps promote healthy eating with posters and information in each dining center. All Pullman students are welcome to eat in the dining halls; however, the majority of students who frequent the dining halls are residents on campus.

CO-CURRICULAR PROGRAMS AND ACTIVITIES

Diversity on Campus

WSU’s commitment to diversity is demonstrated in a variety of ways through student service units. Each has a specific mission that guides daily work with students. The Pullman campus sustains the Disability Resource Center (DRC), the Gender Identity Expression/Sexual Orientation Resource Center (GIESORC), Women’s Resource Center, and Multicultural Student Services (MSS). MSS facilitates student interaction with four ethnic student centers (Asian Pacific Islander, African American, Native American, Chicano/a Latino/a). The MSS office is nearly 25 years old and has a peer mentoring program that pre-dates the formal organization. In 2007 MSS partnered

with the College of Science and College of Engineering and Architecture to form the team mentoring program. The program incorporates faculty mentors and provides students with an additional academic support opportunity.

Institutional data has long shown that underrepresented populations lag behind in retention and graduation rates despite significant efforts to make improvements. As a consequence, MSS was instrumental in creating the Strategic Team Approach to Retention program. STAR targets first-generation students, multicultural students, and student athletes who are at potential academic risk. The group consists of members from MSS, CAMP, Athletics, SSS, and the Washington Achiever’s Scholars program. Students are identified when they earn a 2.2 GPA or below and then are provided resources specifically intended to prevent academic deficiency. Although the data shows that this intervention strategy is successful, the STAR group is not currently a formally institutionalized group. The goal is to formalize the group and its process so that more students can be served by this highly effective program (Exhibit 3-8).

All campuses are equally committed to diversity and provide opportunities for students, faculty, and staff to participate in diversity activities. Multicultural student services offices are present on all campuses. WSU Spokane has taken a leadership role in various community groups such as the Spokane Task Force on Human Relations with a mission of improving the climate for underrepresented groups in the community.

Students participate in diversity clubs and councils that focus on student retention, campus programming, and support for student organizations.

Academic Support Services

Retention is a key goal of most student affairs offices.

Since 1997, Pathways to Student Success (PASS, formerly Freshman Seminar) has been instrumental in increasing the persistence of at-risk students (particularly freshmen) as a “required” component for reinstatement or as an elective upon entry to the University. The most recent data from spring 2007 reveals that freshmen who were academically deficient after their first semester and enrolled in a PASS seminar were retained at 80 percent, 20 percent greater than those who did not take a PASS seminar. Also noteworthy is the increase in semester GPA: up 0.40 points from 2.28 to 2.68. The Pathways to Student Success program is supported jointly by the Office of the Provost and the Office of Student Achievement as a bridge program between Academic Affairs and The Division of Student Affairs, Equity, and Diversity.

Academic success programming offered by WSU Vancouver’s Student Resource Center includes workshops, supplemental instruction, tutoring, advising, and mentoring—all targeted to address barriers to persistence and retention. WSU Spokane and WSU Tri-Cities provide limited tutoring services that are personalized to meet the unique educational needs of their smaller

Figure 3-5
STAR Program Intervention GPA Results

All cumulative GPA	Start of Fall 2007				End of Fall 2007			
	Female	Male	Total		Female	Male	Total	
2.76-4.0	5	6	11	4%	15	10	25	9%
2.21-2.75	45	69	114	41%	54	83	137	49%
2.0-2.20	33	56	89	32%	23	44	67	24%
0-1.99	24	42	66	23%	15	36	51	18%

student populations. WSU Spokane is exploring ways to collaborate with Eastern Washington University (which shares the campus) to expand these services.

In January 2007 DDP joined with the NE eTutoring Consortium (<http://etutoring.org>, developed and supported by the Connecticut Distance Learning Consortium—CTDLC) to provide tutoring for students. Usage by distance students increased, suggesting that students valued the tutoring they received. In fall 2007, with Washington Online (WAOL), DDP and WSU tutoring groups asked the Connecticut group to support WSU in creating the NW eTutoring Consortium. Beginning fall 2008, 13 community colleges joined the NW Consortium, and they are encouraging other two- and four-year schools to join, including some in Oregon. Ninety-two percent of students using eTutoring found it to be easy or very easy to navigate, and of the students who responded, 37 percent used it for courses online and 40 percent used eTutoring for classes taken on campus ([Exhibit 3-9](#)).

Since 1999, WSU Pullman has implemented three TRiO programs that provide access for low-income, first-generation, and/or disabled students. A successful grant in 2002 created the GEAR UP program that partners with seven school districts, two community colleges, three not-for-profit organizations, and a family farm to assist low-income students from middle and high schools to prepare for postsecondary education. WSU Upward Bound programs serve students in rural areas of Washington.

In 2001, Student Support Services (SSS) was federally funded to support 160 low-income, first-generation students in successful completion of a baccalaureate degree. The six-year graduation rate for the initial 2001-02 cohort is 23 percent (37 of 160 students). SSS is taking steps to increase the graduation rate for the next cohorts with a goal of 60 percent graduation rate for each cohort. For the 2005-06 cohort, the overall persistence rate was 95 percent (152 of 160 students),

and more than 95 percent of this cohort was in good academic standing. The federal grant renewal will be submitted in late 2008 ([Exhibit 3-10](#)).

Additional state funding for 2007-2009 came from the legislature with the intent to expand the SSS program model to serve an additional 250 students. This was a one-time, three-year grant that can be renewed following assessment of its success. The Washington TRiO Expansion Program (WaTEP) is currently in its second year. Early indications point to retention rates for these students equivalent to the retention rates for SSS students.

The College Assistance Migrant Program (CAMP) was funded (\$3 million for five years) with a federal grant in 2006. Every year, CAMP supports 50 freshman migrant and seasonal farmworker students who are workers or the children of workers in migrant or seasonal employment industries such as dairy, agriculture, and lumber. Recruitment of CAMP-eligible students has been successful at meeting the recruitment goal. To date 110 CAMP students have received direct services such as financial assistance, academic advising, personal counseling, and career development services. The average GPA for a CAMP participant at the end of two consecutive semesters at WSU is 2.81 with an overall retention rate of 98 percent for students going into their second year of study. Of the total students served by CAMP, 83 percent are in good academic standing as of spring 2008. CAMP is starting the third-year funding cycle in 2008-09 and will serve 70 additional migrant and seasonal farmworker students ([Exhibit 3-11](#)).

Washington Achievers Scholars was established on campus in 2001. Sixteen Washington high schools are target Achiever Schools for this 10-year program. Supported by the Gates Foundation, students receive assistance to prepare for and successfully complete a baccalaureate degree both during high school and after matriculation to a baccalaureate institution. The College Men-

tor Contact is the liaison between the high school and WSU. Each Achiever Scholar is paired with a faculty or staff mentor as a requirement of the program. Of the first four cohorts (181 students), 50 percent have graduated in four years and 87 percent are in good academic standing. Cohorts five, six, and seven are enrolled and have not yet reached the four-year graduation mark. The graduation rate is above the national average of 40 percent for low-income students.

The McNair Achievement Program was established at WSU in 1999. The goals of the program are to increase the number of underrepresented students in Ph.D. programs and, ultimately, to diversify the faculty in colleges and universities across the country.

The WSU McNair Achievement Program is 100 percent federally funded at \$225,000 annually. Working in conjunction with the Graduate School, McNair Scholars have been successful at achieving advanced degrees for more than 10 years.

Student Support Services, CAMP, Washington Achiever's Scholars program, and the McNair Scholars Program are housed in the Student Advising and Learning Center to take advantage of the services provided there including academic advising, tutoring, PASS, and college success workshops. A newly renovated space in the SALC allows TRiO students to study, use computers, meet with academic coordinators and advisors,

and create a community of scholars. It is a partnership that exemplifies the academic connections that support students outside of the classroom.

Co-Curricular Activities

The University makes an effort to provide co-curricular activities for all students. Opportunities vary among campuses based on needs and demographics of students. A multitude of programs available through the Student Recreation Center, nearly 250 recognized student organizations, and opportunities for undergraduate research are just a sampling of co-curricular activities.

The rural and residential nature of WSU Pullman supports a strong and active student culture. Students often remain on campus on weekends and participate in a variety of clubs and activities. Up All Night (UAN) was initiated in 2002 as a response to students' requests for more late-night weekend activities. UAN is supported by ASWSU and the Student Entertainment Board and provides WSU students with free food, activities, and prizes. The themed programs offer variety in entertainment, including movies, live bands, comedians, magicians, interactive games, arts and crafts projects, dance lessons, poetry slams, henna tattoos, College Bowl tournaments, fashion shows, and dances. There are 12 Up All Night programs scheduled in the CUB for the 2008-09 year.

Since 1902, the intramural sports program has grown from a single track meet to involve more than 14,000 participants playing more than 43,000 times each year in 3,600 games, in sports ranging from billiards to basketball. WSU's intramural sports program is recognized as one of the largest in the Pac-10 and one of the largest in the nation for the size of enrollment. The intramural sports program is open to currently enrolled students, faculty/staff, alumni, and their spouses or partners.

An active Residence Hall Association (RHA) is advised by Residence Life staff and is consulted about substantive residence hall

Figure 3-6
McNair Scholars Program

McNair Achievement Scholars 1999-2007	N	%
Total number of students served	124	—
Students retained and graduated, B.A. degree	122	98.4
Alumni completed M.A.	22	17.6
Alumni currently in M.A. programs	18	15.2
Alumni completed Ph.D.	2	1.6
Alumni currently in Ph.D. Programs	19	15.2
Alumni currently in M.D. Programs	2	1.6
Alumni completed J.D.	1	.08
Post-baccalaureate degrees attained or in progress	64	52.4
Subtotal		
Current participants 2008-2009	16	12.9
Alumni not currently enrolled in grad programs	42	33.6

issues such as policy changes and room and board rates. Intramural team sponsorship is one of many ways that active student government groups use their \$50 per student annual dues which are collected for hall programming. Involvement is emphasized by residence hall staff on multiple levels both socially and academically.

Student Involvement and Leadership Development (SILD, formerly Campus Involvement) is instrumental in offering opportunities for engagement in the larger campus environment. SILD encompasses recognized student organizations and the Leadership Center, and sponsors many events such as Up All Night and Spring Fest.

The Center for Civic Engagement (CCE) changed its name in 2006 from Community Service Learning Center to better reflect the civic nature of its work. During 2007-08, nearly 4,500 students volunteered more than 29,000 hours through CCE. There are more than 85 academic courses that have service learning as a requirement (an increase of 27 percent between 2004 and 2007) and more than 75 student organizations have participated in service learning activities. In that same year, WSU Extension partnered with CCE to offer similar opportunities for service learning to students outside the Pullman area. Community partnerships increased by 56 percent between 2004 and 2007, and by another 15 percent in 2008 due to the growth of the statewide program (Exhibit 3-12).

Recreational Opportunities and Facilities

The WSU Pullman University Recreation program, one of the largest in the country, is extremely popular with students. A comprehensive array of recreational opportunities is made available to foster personal development, enhance academic productivity, and enrich the quality of life for a diverse university community.

The Student Recreation Center, opened on the Pullman campus in 2001, features a

weight and cardio center, multi-sport courts, natatorium, racquetball/squash courts, multipurpose rooms, and leisure activities. The Student Recreation Center serves 82 percent of the student body; there are more than 235,000 visits each semester. Students also have access to multiple outdoor playfields, two additional pools, indoor and outdoor tennis courts, and several multipurpose rooms and gyms (Exhibit 3-13).

University Recreation offers a variety of programs to meet the recreational needs of students. The fitness and instruction program, the popular Outdoor Recreation Center, approximately 30 sports clubs, and the Challenge program are just a few of the activities that Pullman students can enjoy. The recreation program also collaborates with other campus entities to enhance educational components of its programming. The Club 21 program, which promotes responsible 21st birthday celebrations, is a partnership with Alcohol and Drug Counseling, Assessment, and Prevention Services; the Eco Adventures program is co-facilitated with the CCE and allows students to recreate in the outdoors while contributing positively through community service.

WSU Vancouver will expand its fitness center by fall 2008 and is now discussing the possibility of developing a campus recreation center. WSU Spokane and WSU Tri-Cities students are able to join a local fitness club for a nominal fee as a result of a student government subsidy.

Student Media and Bookstore

THE BOOKIE

Students own the Students Book Corporation (the “Bookie”) and the stock of the corporation is held in trust for the students by the trustees of the corporation, who are also the Board of Regents. The corporation is overseen by a nine-member board of directors (five students, two faculty, and two representatives of the administration). Services were extended to the urban campus locations with enhancements provided

in 2000 (Spokane) and 2002 (Tri-Cities). An online ordering system has been developed for DDP students, and materials are mailed expeditiously to students regardless of location.

In 2003, the board of directors contracted with Barnes & Noble for management of the bookstore. The board has traditionally granted a large dividend back to the students through the student government. The most recent dividend was for \$86,000 to be apportioned among the WSU campuses. Additionally, the Bookie is helping lower the cost to students of the Compton Union Building renovation by agreeing to become the anchor tenant at the request of the student government.

STUDENT MEDIA

The purpose of Student Publications is to enhance student learning through hands-on application of journalistic, communication, and business skills in the production of the *Daily Evergreen*, the Chinook yearbook, and the newspaper's Web site, www.dailyevergreen.com.

The Board of Regents approved a revised statement of policies in 1998 that identifies Student Publications as a "public forum for expression" and clearly defines its relationship with the University. The policies provide for the exercise of freedom of speech and the press and prohibit University officials from requiring prior review of material or from coercing or prohibiting speech on the basis of views expressed. The statement of policies is the governing document for the Board of Student Publications, a 16-member body consisting of students, faculty, and staff that sets forth specific responsibilities for board members, the general manager, and professional staff. Currently under development is a student learning rubric designed specifically for students in Student Publications. Assessment and improvements will be complete in spring 2009.

The *Daily Evergreen* is distributed on campus and in the nearby communities of Pullman and Moscow. Copies are also sent to regional campuses in Vancouver, the Tri-Cities, and Spokane. The *Evergreen's* daily circulation of 12,000 is the largest of any paper in the region.

Student broadcast media include a television station, Cable 8 Productions, and two radio stations, KUGR and KZUU. Cable 8 and KUGR are housed and run in the Edward R. Murrow College of Communication to provide real-world experiences for students. Students are apprised of Federal Communications Commission Regulations and Rules for Broadcast Stations and the Radio-Television News Directors Association Code of Broadcast News Ethics. Advisors also discuss basic standards of practice in the world of broadcast media with students. WSU Vancouver has a Student Media Board which oversees the *VanCougar* (newspaper), *Salmon Creek Journal* (literary journal), and KOUG Radio.

Child Care

The primary mission of the WSU Children's Center is to provide quality developmentally appropriate childcare and early education for children of WSU students, staff, and faculty. The Children's Center aids in University retention by providing on-campus childcare to students, faculty, and staff. Additionally, students who are employed as caregivers are trained and closely monitored. The center was accredited from 1991 through 2007 (National Association for Education of Young Children) and recently completed all work for accreditation from the National Accreditation Commission for Early Care and Education. In 2007, the University president committed \$1 million to the Children's Center in an effort to provide more child care spaces for infants and toddlers as well as retaining the kindergarten and school-age programs. Two new classrooms are being added with an expected move-in date of late August, 2009.

In addition to providing care for children, the center is available to students through their academic departments for research, observation, and participation via internships and class requirements. Service and activities fees match a grant to provide evening child care and subsidies for low-income student parents. The center received a CCAMPIS (federal) child care grant which subsidizes child care costs for children of low-income, Pell grant eligible students. Services and activities fees also subsidize the center, which means that student parents are charged much lower rates than staff and faculty.

INTERCOLLEGIATE ATHLETICS

Intercollegiate athletics plays an integral role within Washington State University. While striving to excel academically and athletically, Cougar Athletics is committed to operating in compliance with all NCAA, Pacific-10 Conference, federal, state, and institutional rules and regulations. All areas of the Athletics Department operate with institutional oversight and are held to a comprehensive set of outcomes similar to other areas within the institution. Policies and procedures are reviewed throughout the year in staff meetings (senior staff, executive staff, all staff, area administrators, head and assistant coaches, and support staff).

The Athletics Department's mission statement clearly reflects a commitment to academic excellence, student well-being, equity, diversity, and fiscal responsibility. The department emphasizes a "win it right" philosophy, with integrity, student well-being, excellence, pride, and passion as core values. Each of these core values play a significant role in the department's personnel decisions, internal management, student support services, and external affairs. The mission statement is posted at <http://wsucougars.cstv.com/school-bio/wast-mission-statement.html>, included in media guides, the department policies and procedures manual, the student-athlete



handbook, and posted in offices throughout the Bohler Athletics Complex. Information is also available for prospective new employees via links on the department's Web site at <http://wsucougars.cstv.com/school-bio/employment-info.html>.

On an annual basis, WSU Athletics evaluates progress in four areas: (1) maintain and continue improving quality of the student experience; (2) conduct programs that abide by institutional, state, and NCAA rules and regulations; (3) maintain a balanced budget while maintaining nationally competitive programs; and (4) excel in athletic performance in the Pacific-10 Conference and nationally. While focusing on these four benchmarks, there is also a strong commitment by the institution to provide institutional oversight in the areas of compliance, admissions, eligibility, budget and planning, fundraising, and student support services (Exhibit 3-14). The Athletics Department reviews and revises its benchmarks, goals, and outcomes annually with the president and Board of Regents.

Maintain and Improve Quality of the Student Experience

Several tools are currently utilized by staff to gather accurate and timely information to evaluate the student-athlete experience. Since 2002, the New Student-Athlete Semi-

nar semester evaluation has been compiled and distributed to coaches, student-athlete development staff and sport supervisors. The Senior Student-Athlete Exit Survey and Senior Student-Athlete Personal Interview have been administered by each sport supervisor since the early 1990s. In addition, the Athletic Council developed and administered an online “student experience” survey in 2006 and 2007. The results of this survey indicated positive student satisfaction with no major areas of concern.

Receiving the designation of Program of Merit and Program of Excellence, (a national, lifetime award presented to WSU Athletics by the Division 1A Athletic Directors Association), is another indicator of how committed the Athletics Department is to providing the best student-athlete experience in the country. Upon receipt of this recognition in 2006, WSU became one of five Pacific-10 Conference universities and one of 36 Division 1A institutions in the country to receive this award. This award recognizes a department’s commitment to academic excellence, career development, the athletic experience, community service, personal development, and overall program management. In 2005 and 2006, WSU Athletics also received national recognition for its commitment to diversity (Exhibit 3-15).

Recent NCAA graduation reports are another indicator of the quality of students participating in the intercollegiate athletics program. The 93 percent graduation rate for entering freshman student-athletes exhausting eligibility over the past ten years is second in the Pacific-10 Conference (second only to Stanford University). In 2006 and 2007, WSU football freshman student-

athletes graduated at a level that ranked the program second in the conference. In addition, the African-American graduation rate for student-athletes exceeds those of all African-American WSU students, with the African-American male graduation rate placing WSU second in the conference (Exhibit 3-15).

And finally, student-athlete cumulative GPA and deficiency rates reflect the overall academic health of the student-athlete population. After spring 2008, all WSU teams maintain a 2.73 or higher cumulative GPA, while the student-athlete average cumulative GPA was 3.01. In addition, between 75 and 90 student-athletes have been named to the President’s Honor Roll each semester over the past three years. The student-athlete academic deficiency rate traditionally is at or below the overall university deficiency rate. Further evidence of the overall academic health of student-athletes is the low number of student-athletes with a cumulative GPA under 2.00. After spring 2008, only 14 student-athletes (3.5 percent) were maintaining a cumulative GPA under 2.00 (11 of 215 male student-athletes and 3 of 195 female student-athletes) (Exhibit 3-15).

Conduct Programs That Abide By Institutional, Federal, State, and NCAA Rules and Regulations

WSU fields more than 400 student-athletes in 17 sports. Male and female student athletes are provided equitable access to practice, strength, conditioning, and competitive facilities; the maximum NCAA allowed financial aid; practice and competitive equipment; academic and career development facilities and resources; and medical and mental health care. This philosophy and expectation is reinforced through: (1) the mission statement and goals of each support area within the Athletics Department; (2) budget allocations for the maximum NCAA allowed scholarships for each sport; (3) high-quality facilities shared by male and female student-athletes; (4) bud-

NCAA Division IA “Program of Excellence”

In 2006, WSU was recognized by the Division IA Athletic Director’s Association with the Program of Excellence Award. The award recognizes Division 1A athletic programs that have established student-athlete welfare as the cornerstone of their operating principles.

get allocations for hiring the maximum NCAA allowed coaches for each sport; and 5) budget allocations to hire student-athlete development staff in the areas of academic support services, career and personal development, nutrition education and counseling, strength and conditioning, and athletic training services.

WSU has not had any major violations since the early 1990s and did not have any major findings in the 2002 NCAA Self-Study ([Exhibit 3-16](#)). One area of focus during the 2002 NCAA Self-Study was the development of a department-wide scheduling policy for competition. Coaches now follow this policy. In addition, WSU coaches also follow NCAA rules stating that students are not allowed to miss class due to a scheduled practice time. Practice hours are tracked on a weekly basis by the WSU Athletics Compliance Staff. Since this is not a common self-report, student-athletes feel their coaches are in compliance with the practice rules and limitations ([Exhibit 3-17](#)).

As mandated by federal regulations, the Athletics Department's commitment to equity is evaluated annually through the Equity in Athletics Disclosure Act. Evidence of Washington State University's success in this area can be seen in the 2006 report that shows the female-male student-athlete participation rate is within .1 percent of the Pullman male-female ratio (53.1 percent for male student-athletes compared to the 53 percent male undergraduate enrollment, while the female student-athletes' participation rate is 46.9 percent compared to the 47 percent female undergraduate enrollment). In 2005 the female student-athletes' participation rate was 1.5 percent lower than the female undergraduate enrollment rate, while in 2004 the female student-athletes' rate was .9 percent higher than the female undergraduate enrollment rate. All three years of data indicate Cougar Athletics is in compliance with Title IX and is achieving the goal of having the female student-athlete participation rate within approximately

1 percent of the university female to male student ratio ([Exhibit 3-15](#)).

At the institutional level, the processing of admission; initial and transfer eligibility certification; financial aid; and progress to degree certification is conducted outside the Athletics Department and by staff hired, supervised, and funded outside of the department. The Faculty Athletic Representative certifies eligibility for practice and competition. The daily tracking of eligibility by the Registrar's Office far exceeds the NCAA expectation. WSU is one of the few schools in the country committed to producing an eligibility report on a daily basis.

The Athletics Department's fundraising program is another example of institutional oversight and integration within the University. The Athletic Foundation is considered a constituent of the University Foundation, much like each college within the University. The Athletic Foundation follows guidelines established by the University Foundation, with all revenues deposited and processed through the central university office. In addition, the Athletic Foundation staff meets regularly with the University Foundation leadership and is included in all University Foundation financial reports. Since 2003, annual fundraising for athletics has increased by approximately \$8 million. This progress resulted in athletics reporting \$13,816,453 in gifts for the 2007 fiscal year ([Exhibit 3-15](#)).

Highlights of Student-Athlete Academic Excellence in 2007-2008

- 115 student athletes earned Pacific-10 Conference All-Academic recognition.
 - Three student-athletes were selected to the 2008 first team Pacific-10 Conference All-Academic Men's Basketball Team. Fifty percent of the first and second teams were WSU student-athletes.
 - Two student-athletes were recognized as Pacific-10 Conference Scholar-Athletes of the year in men's baseball and basketball.
-

Maintain Balanced Budgets While Maintaining Competitive Programs

The Athletics Department complies with state and institutional regulations and receives annual feedback through external, state, and internal auditing processes. Consistent with the department's mission statement, WSU Athletics has not had any major findings in recent audits. Further, the department actively participates in the central university planning and budgeting process. Due to this process, along with effective internal planning and management, the department has produced a balanced budget every year since fiscal year 2001. Although the \$30 million WSU athletic budget ranks as one of the lowest in the Pacific-10 Conference, many programs and student-athletes are competing successfully in the conference and increasingly more student-athletes are competing at the national level.

Excel In Athletic Performance in the Pacific-10 Conference and Nationally

In 2007-08 seven teams and 68 student-athletes competed in NCAA Championship competition, with the men's basketball team reaching the Sweet 16 and rowing finishing 8th at the National Championships. Although this is the highest number of participants in the past four years, increasing the number of conference championships, NCAA participants, and NCAA championships will continue to be goals of the Athletics Department. However, to continue improving in this area, two challenges must be overcome. First, with recently implemented NCAA legislation targeting improved retention and eligibility of student-athletes, recruiting efforts must focus on identifying the best athlete while also prioritizing the academic potential of a prospective student. Since WSU men's basketball and football teams have had recent issues with their Academic Progress Rate scores, both programs will have academic recovery plans on file with the NCAA for the next three to four

years. However, recent academic success in both programs indicates the new coaching staffs are having an impact on the retention and eligibility status of student-athletes. At the end of spring 2008, football is maintaining a 2.73 cumulative GPA, the highest since records became available in 1980, and earned a 2.69 semester GPA, which is the second highest. The men's basketball team has also excelled academically the past two years. During fall 2007, the team earned a 3.00 semester GPA, and at the end of spring 2008 maintained a 2.95 cumulative GPA (Exhibit 3-17).

A challenge to the Athletics Department's success at the national level will be continuing much-needed facility development for several sports while maintaining a balanced budget. With approximately \$40 million in facility projects either in the planning stages or under construction, the department will be taking on long-term debt through bonding, as well as striving to increase revenue through stadium premium seating and increasing the number of donors contributing at the major gift level. The department is keenly aware of the commitment and planning required in meeting these challenges, while the leadership within the University is fully committed to assisting the department in overcoming each of these challenges.

SUMMARY

Many changes since the 1999 NWCCU accreditation visit have improved WSU's support of students. The University has merged major units, increased and improved communication across the system, and embarked on a path for more student learning outcomes assessment. As partners in the educational enterprise, student affairs offices enhance and support the academic mission.

The division's future direction and goals include improvements and changes in these areas:

- Use the recent realignment of the Division of Student Affairs, Equity, and Diversity to strengthen student services across the system.
- Expect a majority of student services offices to participate in student learning outcomes assessment with evidence of programmatic improvement as a result of assessment.
- Use the ACT academic advising survey, retention report, and consultant report to partner with academic colleges for responses to academic advising issues (e.g., improved information on transferring and career information), develop an improved academic advisor training to address survey results, determine who “owns” academic advising, and build capacity in that area.
- Improve reinstatement policies and procedures to ensure students have a positive educational experience that supports academic achievement. Analyze reinstatement data to determine the impact of recent changes in academic deficiency rules.
- Integrate and support enrollment counselors, outreach specialists, and college recruiters’ information of recruitment activities across the system.
- Encourage decentralized financial aid processes, with the Pullman office remaining ultimately responsible for adhering to federal and state regulations.
- Institutionalize and support highly effective programs that support success for students who are academically at risk.

WSU’s current students are better prepared and higher achieving than those of ten years ago, as measured by their entering test scores and GPA; yet the University has more students who are first-generation, low-income, and in need of help transitioning to a university. First-year programs such as Freshman Focus and Pathways to Student Success on the Pullman campus provide an educational boost and help retain fresh-

men. Access programs such as the Achievers Scholars program, student support services, and the College Assistance Migrant Program (CAMP) are creating a different model than traditional programs and aid in degree attainment. Educational support programs such as academic advising, tutoring, service learning, and career services all add to the co-curricular experience that is so critical to retention and graduation.



EXHIBITS

Exhibit 3-1	Division of Student Affairs Organizational Chart	Volume II, Electronic, Exhibit Room
Exhibit 3-2	Student Employment Center Professional Rubric	Volume II, Electronic, Exhibit Room
Exhibit 3-3	ACT Survey Results	Electronic, Exhibit Room
Exhibit 3-4	CSRDE Retention/Graduation Data	Volume II, Electronic, Exhibit
Exhibit 3-5	Catalog 2008-09	Volume II, Electronic, Exhibit Room
Exhibit 3-6	Retention Council Report	Volume II, Electronic, Exhibit Room
Exhibit 3-7	Advising Consultant Report Vowell	Electronic, Exhibit Room
Exhibit 3-8	STAR Report F07	Electronic, Exhibit Room
Exhibit 3-9	eTutoring Fall 2007	Electronic, Exhibit Room
Exhibit 3-10	Impact of University Recreation on Students	Electronic, Exhibit Room
Exhibit 3-11	CAMP Impact on Students	Electronic, Exhibit Room
Exhibit 3-12	Center for Civic Engagement Impact on Students	Electronic, Exhibit Room
Exhibit 3-13	UREC Impact of Services on Students	Electronic, Exhibit Room
Exhibit 3-14	Athletics Benchmark Review	Electronic, Exhibit Room
Exhibit 3-15	Athletics Goal and Goal Attainment	Electronic, Exhibit Room
Exhibit 3-16	2002 NCAA Self Study	Electronic, Exhibit Room
Exhibit 3-17	Athletics Evidence Documents	Electronic, Exhibit Room

WEB SITES

Policy on Academic Honesty	http://www.wsulibs.wsu.edu/plagiarism/main.html
AWARE Network	http://aware.wsu.edu/
General Catalog	http://catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2008-09.pdf
WSU Student Experience	http://futurestudents.wsu.edu/why/default.aspx
Accreditation and Associations	http://www.wsu.edu/NIS/Accreditation.html
College NET ApplyWeb	http://futurestudents.wsu.edu/admission/apply.aspx
Scholarships and Finances	http://futurestudents.wsu.edu/scholarships/default.aspx
E-Tutoring	http://etutoring.org/
Cougar Athletics	http://wsucougars.cstv.com/school-bio/wast-mission-statement.html
Cougar Athletics Employment	http://wsucougars.cstv.com/school-bio/employment-info.html

ADDITIONAL EXHIBITS

Student Handbook	Volume II, Electronic, Exhibit Room
IPEDS Enrollment Report 2006	Volume II, Electronic, Exhibit Room
Student Retention and Rate of Graduation	Volume II, Electronic, Exhibit Room
NCAA Graduation Rate Report	Volume II, Electronic, Exhibit Room
Standards of Conduct for Students	Electronic, Exhibit Room
Student Financial Aid Table	Volume II, Electronic, Exhibit Room
Financial Aid Auditor Memo	Volume II, Electronic, Exhibit Room
3 Year History Financial Aid Data Summary	Volume II, Electronic, Exhibit Room
Cougar Athletics Policies and Procedures	Electronic, Exhibit Room
Intercollegiate Athletics Benchmarking and Strategic Planning	Volume II, Electronic, Exhibit Room

Standard Four



FACULTY

STANDARD FOUR

Faculty

FACULTY ROLES: SHARED GOVERNANCE

Shared governance is the basic operating principle of WSU. Decisions regarding all aspects of the academic mission of the University are made jointly by the administration and the faculty. All tenure-track and term-limited (temporary) faculty are represented on the Faculty Senate and its committees. The Faculty Senate is responsible for setting the academic policy and standards that govern the teaching, scholarship, and service activities of the faculty. These policies are publicized in the *Faculty Manual*. The Faculty Senate is involved in academic planning, curriculum development, and institutional governance. It approves new academic programs, proposed changes in the organization of academic units, and new and changed courses. The leaders of the Senate meet regularly with the provost and president.

FACULTY SELECTION: HIRING A WORLD-CLASS FACULTY

A national or international search is required for the hiring of a tenure-track faculty member. A terminal degree is usually required. Ninety-eight percent of the instructional faculty members holding the titles of assistant professor, associate professor, or professor have the appropriate terminal degree in their fields. Eighty-nine percent of those faculty members hold the Ph.D. Of those Ph.D.'s from American institutions, 95.2 percent are from research universities. In addition, 7.2 percent hold Ph.D.'s from international institutions. Of the instructional faculty, which includes those in non-tenure track positions, approximately 86.1 percent hold appropriate terminal degrees and 75.4 percent hold Ph.D.'s.

There are several other types of tenure-track faculty. Library faculty members may hold master of library science or master of information science degrees, although

Ph.D.'s are becoming more common. Extension faculty and agricultural research scientists located in the counties or at research centers have a minimum of a master's degree and many have Ph.D.'s. Occasionally a need for a special degree also arises (e.g., a J.D.). The graduate faculty has been eliminated at WSU because every tenure-track faculty member now meets the standards of the graduate faculty. Affirmative action plays a critical role in hiring. Each recruitment process is monitored as it proceeds to ensure that it meets the University's affirmative action standards.

The quality of the faculty is high and on a positive trajectory. A 2006 report by the Center for Measuring University Performance ranked WSU 39th among public universities in number of national academy members (with eight) and 37th in prestigious faculty awards (with 11). Total research expenditures per faculty member increased from approximately \$120,000 per year in 2000 to approximately \$228,000 per year in 2006. Similar numbers for grant and contract revenue per tenure-track faculty member were approximately \$136,000 in 2000 and \$180,000 in 2006. Citation impact (number of citations

Members of WSU Faculty in the National Academies

James Asay—Institute for Shock Physics

Leo Bustad—College of Veterinary Medicine

Anjan Bose—College of Engineering and Architecture

R. James Cook—College of Agricultural, Human, and Natural Resource Sciences

Rodney Croteau—Institute of Biological Chemistry

John P. Hirth—College of Engineering and Architecture

Guy Palmer—College of Veterinary Medicine

Clarence A. "Bud" Ryan Jr.—Institute of Biological Chemistry (In Memoriam)

Diter Von Wettstein—College of Agricultural, Human, and Natural Resources Sciences

per published paper) also rose from approximately 4.0 in 2000 to approximately 5.5 in 2006. Many WSU faculty members are fellows and/or officers in their national organizations, editors of prestigious journals, or organizers of prestigious conferences.

The requirement for ethical behavior in all aspects of performance is clearly communicated to the faculty. The *Faculty Manual* (http://facsen.wsu.edu/faculty_manual) contains several sections that address ethical concerns (e.g., “Faculty Code of Professional Ethics,” p. 30; “Ethics in Public Service,” pp. 31-34; “Faculty Responsibilities Related to Student Academic Integrity,” p. 34; “Administrative Procedures for Misconduct in Research,” pp. 48-50). The University provides institutional review boards that are responsible for ensuring that all research involving humans and non-human animals is conducted in accordance with the highest ethical standards. Violation of WSU’s ethical standards is one of several activities that can lead to formal discipline which may result in the separation of a faculty member from the University (see *Faculty Manual*, pp. 35-48).

FACULTY EVALUATION

Policy 4.1: Faculty Evaluation: Developing a World-Class Faculty

WSU is committed to developing a world-class faculty through good hiring and development of faculty. The faculty review process is developmental as well as evaluative. It contributes to faculty development by rewarding good performance and providing feedback when performance falls short of expected standards. WSU’s faculty review procedures are described in detail in a variety of documents, including the *Faculty Manual*, the *Provost’s Instructions for Tenure and Promotion* (http://provost.wsu.edu/manuals_forms/2007tpguidelines.doc), and the *Provost’s Instructions for Annual Review* ([\[forms/annualreviewguidelines2008final.doc\]\(http://provost.wsu.edu/manuals_forms/annualreviewguidelines2008final.doc\)\). The procedures described in these formal documents are interpreted for faculty members in *A Guide to Washington State University’s Policies and Procedures for Evaluating Tenure-track Faculty Members: Tips for Faculty Members, Mentors, Department Chairs, and Deans* \(\[http://provost.wsu.edu/manuals_forms/manual_on_faculty_evaluation.doc\]\(http://provost.wsu.edu/manuals_forms/manual_on_faculty_evaluation.doc\)\). In addition, each unit \(department, school, college\) develops its own guidelines for implementing university procedures and standards. Department and college guidelines are provided to faculty members with their letters of initial appointment.](http://provost.wsu.edu/manuals-</p></div><div data-bbox=)

WSU faculty review procedures are described briefly below. Tenure-track faculty members are judged on their performance in each of the areas of teaching, scholarship, and service. Fixed-term faculty members are judged on their performance according to their job descriptions. Peer review plays a critical role in the faculty evaluation process. The senior faculty members of the unit (those holding a higher rank than the person being evaluated) are required to participate in all reviews except the annual review. In addition, letters from external peers are solicited during the tenure review.

Annual Review

Each year all faculty members are evaluated on their performance during the previous calendar year. Faculty members report their achievements on WORQS, the University’s standardized Web-based annual review form. The department chair, possibly in consultation with a committee, then summarizes and evaluates the performance of each faculty member. If a faculty member resides on a regional campus, the department chair consults with the area director at that campus. The chair provides the faculty member with a written assessment of his/her performance, and assigns a number on a five-point scale. Higher numbers indicate better performance with a rating of 3.0 indicating satisfactory performance. A faculty

member may attach a written response to the annual review if (s)he believes the review is unfair or inaccurate. The annual review and any attachments are sent to the dean who evaluates the case and assigns his or her own rating. The faculty member may also disagree with the dean's review. The provost must send a written response addressing all disagreements in the annual review.

Progress-Towards-Tenure Review

Each year, pre-tenure tenure-track faculty members also undergo a progress-towards-tenure review. Unlike the annual review, the progress-towards-tenure review is cumulative, requires the participation of all of the tenured faculty members in the unit, and requires a meeting between the chair and the candidate to discuss the review. Again, the faculty member has the right to attach a written response to the review.

INTENSIVE PRE-TENURE (THIRD-YEAR) REVIEW

An intensive pre-tenure review for tenure-track faculty is usually conducted in the third year before tenure consideration. The date of this review is specified in the letter of initial appointment. This review helps to prepare faculty members for the tenure review because the procedure is the same as that used for tenure, except that it does not require the solicitation of external letters. An unsatisfactory rating on this review may result in the separation of the candidate from the University.

TENURE

The date of tenure consideration (usually six years after hire) is specified in the letter of initial appointment. With the approval of the provost, this date can be moved up in cases of exceptional merit or postponed in the case of serious illness, childbirth, etc. Except in unusual circumstances (e.g., the faculty member is granted associate status but not immediate tenure because of prior service at another institution), tenure and

promotion to the rank of associate professor take place at the same time.

The tenure and/or promotion process starts with the candidate assembling a file. The file includes a current curriculum vitae, a teaching portfolio, a context statement, and exhibits of scholarly activity such as publications, grant proposals, artwork, etc. Once the file is assembled, the department chair solicits at least four letters from faculty members at other universities who are perceived as experts in the candidate's field of scholarly pursuit. External letters are not required for the promotion of fixed-term (non-tenure track) faculty members.

Once the external letters are received, the chair assembles a file that will be examined by all senior faculty members in the department. Senior faculty members are those who hold the promotional rank or a higher rank. The file contains the candidate's original file, the external letters, and the candidate's past annual and progress-towards-tenure reviews. Past reviews are included to ensure that tenure and promotion decisions follow logically from past performance reviews. After reviewing the file, each senior faculty member casts a written ballot to grant or deny tenure and/or promotion. The ballot also presents a written justification for the vote. The department chair then summarizes the case and casts his/her vote for or against tenure and/or promotion. If the faculty member resides on a regional campus, the chair must solicit input from the area director at the appropriate campus.

The file with all of the previous information plus the faculty and chair ballots is forwarded to the dean. The dean casts his/her ballot and justifies his/her decision. All WSU deans currently use an advisory committee for assistance. In the case of regional campus faculty members, the chancellor of the appropriate campus casts an additional ballot and comments on the case. The entire file is then sent to the provost who, in consultation with some of the vice provosts, makes a final decision to grant or deny tenure and/or promotion.

A faculty member's chance of receiving tenure is greater than 95 percent if (s)he stands for tenure at WSU. This is comparable to other research universities (Dooris & Guidos, 2006). WSU loses approximately 45 percent of tenure-track faculty members hired before they stand for tenure. Again, this is comparable to other research universities (median loss for 10 research universities = 47 percent, Dooris & Guidos, 2006). The Cohort Analysis of Tenure ([Exhibit 4-1](#)) describes the information that the University has about these losses. Roughly one-third of those who leave before tenure do so because they don't meet WSU's standards; one-third leave because of personal reasons; and one-third leave for another position. WSU is currently taking action to reduce those losses.

THE APPEAL PROCESS

Faculty members denied tenure and/or promotion can appeal to the Faculty Status Committee (FSC). The appeal must be based on inadequate consideration, violation of academic freedom, or a substantial procedural irregularity. Appeals cannot be based on substantive matters. FSC is elected by the faculty. It investigates faculty appeals and makes a recommendation to the president of the university who then makes a decision to accept or reject the recommendation from FSC. A description of FSC and the faculty appeals process may be found at http://facsen.wsu.edu/committees/faculty_status_committee/index.html#process.

POST-TENURE REVIEW

The University does not have a process called post-tenure review. All faculty members are reviewed annually in a systematic and comprehensive manner that provides adequate post-tenure review and a ranking for distribution of raises in salary. In addition, the *Faculty Manual* specifies a procedure for removing unproductive members of the faculty (pp. 35-48).

ACADEMIC FREEDOM

WSU subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure, with the 1970 Interpretive Comments, of the American Association of University Professors. A description of the University's commitment to academic freedom is accessible on p. 29 of the *Faculty Manual*. A recent survey of tenure-track faculty job satisfaction ([Exhibit 4-2](#)) revealed that WSU's faculty believes that faculty performance reviews are based on performance factors only and not on irrelevant factors (72nd percentile among all universities participating in the survey).

IMPROVING TRANSPARENCY

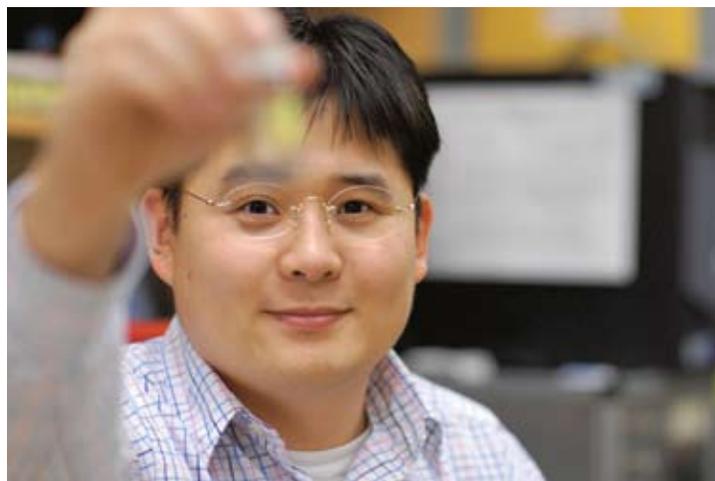
Several actions were taken recently to make the faculty performance review process as clear as possible.

- A manual was written to help faculty members understand the process (http://provost.wsu.edu/manuals/forms/documents/Manual_on_Faculty_Evaluation.doc).
- Two workshops on tenure and promotion are offered each year (described at <http://hrs.wsu.edu/tenure>).
- A session on faculty performance reviews is included in a series of training workshops for department chairs and directors (described at <http://www.hrs.wsu.edu/Department+Chairs+%26+Directors+Workshops>).
- A session on faculty performance reviews is included in new faculty orientation (described at http://provost.wsu.edu/newfaculty_orientation).
- A standardized Web-based annual review form (WORQS) is now used throughout the University (available at <https://worqs.wsu.edu>).
- A Frequently-Asked-Questions (FAQ) document now describes the review and promotion of fixed-term (non-tenure accruing) faculty ([Exhibit 4-4](#)).

THE MULTI-CAMPUS SYSTEM

The philosophy of the multi-campus system is easily described: WSU is one faculty geographically dispersed. This philosophy means that faculty members reside in units (e.g., departments, colleges) that cut across the multi-campus system. Faculty members are part of a single department and are evaluated by that department, regardless of their location. The engineering program at the Vancouver campus, a stand-alone program, is the only exception to this rule. Most, but not all (e.g., not the College of Nursing) programs have their highest concentrations of faculty members on the Pullman campus.

The concept of one faculty geographically dispersed encounters problems in practice. Faculty members at the different campuses experience different opportunities and challenges that are not easily communicated. The University has taken steps to address this problem. For example, administrators at the regional campuses are consulted on all faculty performance reviews. The University employs modern technology to facilitate communication over a distance (e.g., e-mail, videoconference, Web-casts). The University includes a “context statement” in performance reviews to allow faculty members to describe the special challenges and opportunities that they encounter. These efforts are resulting in some success. Regional campus faculty members use modern technology to participate in the Faculty Senate, department meetings, workshops on faculty performance reviews, etc. Data also indicate no differences among the campuses on important factors such as probability of successfully attaining tenure. Nevertheless, much work remains to be done to reduce the tensions that arise when faculty on one campus are evaluated, in part, by faculty at a different campus.



FACULTY WELFARE AND DEVELOPMENT: FACULTY SUPPORT

Teaching Support

The position of vice provost for undergraduate education was established in 2007. Included among the responsibilities of this office is providing resources to assist faculty members with teaching through the Center for Teaching, Learning, and Technology. It offers one-on-one consultations on course and assignment design, classroom activities, and help with teaching technology. It also offers workshops on topics such as teaching large classes and promoting rich discussions, assistance with the design and analysis of assessment surveys, and collaboration on outcomes development.

Professional Development

WSU prefers that all faculty members have a mentor or mentoring committees (at the discretion of the unit) to help them with their professional development. WSU also has a relatively generous professional leave (sabbatical) policy for faculty professional growth and renewal (<http://provost.wsu.edu/manuals-forms/UpdatedProfessional-Leave109-07-08Hoch.pdf>). Faculty members are eligible to apply for a professional leave after five years of active service to the University since their last leave. Leaves are

granted at full pay for one semester or three-quarter pay for the academic year. Although the state legislature limits the number of leaves that can be granted in one year, the University has been able to accommodate all reasonable requests for leave.

Support For Scholarship, Research, and Artistic Creation

Washington State University is a premier land-grant research institution principally committed to knowledge generation and having this research strengthen the economy of the state, the nation, and the world. Innovation, discovery, and vision are the catalysts that drive our success. This rich flow of ideas and scholarly results will have a profound impact on regional, national, and international public policy, the economy, healthcare, and the environment. Furthermore, our research and scholarship provides students with a transformative academic experience leading to a lifetime of learning and service in a changing world.

As a primary objective of the strategic plan, WSU is intensifying its collective efforts in research and graduate education to extend the institution's reach and deepen

its external impact. WSU's graduate programs must catalyze and broaden research opportunities as well as engage the brightest minds of the nation and world, creating new knowledge and the next generation of researchers. The University will build on significant progress already made, focusing future efforts in the areas of global animal and human health, agriculture and plant sciences, and environmental sustainability and clean technologies.

Setting the Stage for Research and Scholarship

Using targeted investments, WSU will foster innovation through individual faculty efforts, as well as disciplinary and interdisciplinary research collaborations to cultivate success in research and scholarly pursuits. The University's researchers engage in training postdoctoral, graduate, professional, and undergraduate students from a broad range of countries and cultures. The immediate and long-term results will be extended to the public in order to create a positive impact on quality of life and to enhance the economy of the state, nation, and the world. WSU provides support that enables the completion of these activities while maintaining the highest level of professional integrity and remaining in compliance with applicable state and federal laws and regulations.

IMPLEMENTING A STRATEGIC PLAN

WSU faculty, staff, and students pursue lifelong learning through research, academic, and other creative activities at the core of knowledge generation and its related economic and lifestyle benefits. This pursuit is outlined in Goal 1 of the WSU Strategic Plan where the institution works to "achieve national and international preeminence in innovation, discovery, and creativity" with secondary goals set to accomplish the following:

- Attract and retain a diverse faculty and staff of the highest academic stature

AAU Indicators

- Competitively funded federal research support
- Membership in the National Academies
- National Research Council faculty quality ratings
- Faculty arts and humanities awards, fellowships, and memberships
- Citations
- USDA, state, and industrial research funding
- Postdoctoral appointees
- Endowment assets
- Annual giving

Faculty Productivity/Quality Indicators

- Faculty in leadership positions or with fellowship status in societies
 - Juried, adjudicated, or externally vetted performances, shows, and designs
 - Sponsored research expenditures per faculty FTE
 - Publications/citations per faculty FTE
-

- Promote programs of discovery and creativity that are broad and robust
- Invest in and promote identified and emerging areas of preeminence
- Support interdisciplinary programs that foster integrative and collaborative scholarship

CHECKING WSU'S PROGRESS BY:

- AAU indicators at or above AAU peer institutional averages
- Faculty productivity/quality indicators at or above peer average
- Center and program project grants compared to target
- Academic expenditures at or above AAU peer average
- Library expenditures per faculty FTE compared to peer average

Areas of Strength

WSU will have a profound impact in three key areas of research strength wherein faculty across disciplines provide international leadership, and the institutional focus has the potential to inspire even greater results.

- **School for Global Animal Health**—Provides innovative solutions to global

infectious disease challenges through research, education, global outreach, and application of disease control at the animal-human interface. Because more than 70 percent of human diseases are zoonotic in origin, the University's research on vaccine development for animals will have a profound effect on the state of global health.

- **Clean Technologies**—WSU has a broad portfolio of expertise that is readily translated into economic development and workforce development in these areas critical to our national competitiveness. The highlights include innovative approaches to cellulosic conversion technologies for agricultural byproducts, basic plant biochemistry aimed at identifying next-generation fuels, and the development of production systems for alternative fuels.
- **Agriculture and Global Plant Sciences**—Researchers incorporate plant physiology, biochemistry, and molecular biology knowledge and advancements to develop lifesaving medicines, protect our food systems, and develop agricultural systems to fuel our state economy and feed expanding global populations.

**Figure 4-1
Institutional Faculty Profile**

Rank or Class	Number		Full-Time Faculty													
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	ProLic	Less than Bac	Min	Med	Max	Min	Med	Max	Min	Med	Max
Regents Professor	10	2	10		0		0	94,656	128,489	234,952	13.1	26.9	38.1	0	21	120
Professor	343	34	330	7	0	4	0	53,394	87,322	233,131	0.1	18.1	45	7	75	1956
Clinical Professor	3	1	3	0	0	0	0	64,830	68,445	79,206	1.3	2.1	26	45	87	270
Associate Professor	299	13	276	13	0	5	0	44,509	64,689	147,455	0.1	10.1	37	0	109	1713
Clinical Assoc Professor	23	3	15	1	1	2	0	47,220	64,274	101,182	0.1	7.1	29	0	110	704
Assistant Professor	255	6	233	14	0	4	0	33,518	55,054	113,017	0.1	2.8	34.5	0	109	896
Clinical Asst Professor	58	16	39	2	1	7	0	33,532	53,537	81,751	0.1	7.1	22.1	0	89	1068
Senior Instructor	19	2	5	2	0	0	0	35,404	43,649	65,311	8.1	14.5	28	10	228	788
Instructor	100	132	23	4	9	3	1	18,450	41,310	77,250	0.1	4.1	27	0	125	2019
Visiting Lecturer	21	22	11	3	3	0	0	15,003	60,000	105,300	0	0.1	19.1	0	153	1371

Note: These are instructional faculty titles only. Terminal degrees refer to the highest degree held by the individual faculty member.

In addition to these focal areas, WSU has outstanding research across many disciplines: the arts (fine arts, ceramics, jazz), physical sciences and engineering (shock physics, nanomaterials), humanities (digital technology and culture, the Murrow College of Communication), health sciences and health disparities (nursing, pharmacy, molecular biology of reproduction), social sciences (environmental policy, gender research) and many more.

Current Office of Research Initiatives

- Spearheaded by the Institute for Shock Physics, WSU is poised to lead an international consortium to advance fundamental research in advanced photon sources in concert with the Argonne National Laboratory.
- Biomedical researchers in Spokane County collaborate with Providence Health Care, Gonzaga University, and the Institute for Systems Medicine to create a clinical data repository and develop novel partnerships with translational medicine, such as Arthritis Northwest, which serves over 8500 patients annually.
- Collaborative research being developed in cooperation with the College of Nursing and College of Agricultural, Human, and Natural Resource Sciences in the area of agricultural health.
- Working with government and the private sector to promote WSU areas of preeminent research.
- Creating synergies for collaborative research efforts related to proper credit when working with departments as well as centers, institutes, and laboratories. These approaches are designed to promote innovative interdisciplinary research and educational programs.
- Training grants development through the collaborative efforts of the Office of Research and the Graduate School (i.e., NSF Integrative Graduate Education and Training).

- Evaluating the University's research infrastructure and establishing sustainable practices to ensure that WSU researchers and students have access to state-of-the-art instrumentation and core laboratories.
- Improving and utilizing technology to support the research community to reduce administrative burden.

Select Examples of WSU Research

While it's impossible to convey all of the outstanding research accomplishments over the past decade, this section provides a snapshot of some of the University's initiatives of excellence across four campuses.

- \$25 million from the Bill & Melinda Gates Foundation launches the School for Global Animal Health, which supports global leadership in infectious disease at the animal-human interface.
- \$4 million of a \$9.9 million grant from the National Institutes of Health to study the diagnosis, treatment, and prevention of zoonotic infectious diseases (i.e., animal diseases capable of infecting humans).
- An \$8.5 million grant from DARPA to the Applied Science Laboratory (Institute for Shock Physics) to design new materials stronger and lighter than steel.
- \$4.6 million from the National Science Foundation to understand how vegetable oils from crops can provide a renewable energy source.
- \$289,944 from Boeing for environmental research projects that include studies in alternative fuels, energy efficiency, next generation materials, composites, and eco-friendly materials.
- \$2.3 million from the Washington State Life Science Discovery Fund for projects that will directly benefit healthcare in the state and nation in areas of cancer detection, cardiac biomarker finger-

printing, and smart environments for health monitoring and intervention.

- \$839,909 from the United States Department of Agriculture to find diversification strategies for a new generation of biofuels and bioproducts.
- \$1.1 million from the National Institutes of Health: Senior Scientist Award for research involving the effects of chronic alcohol abuse and cancer.
- \$3.7 million ADVANCE grant (to be awarded) from the National Science Foundation, to address the special challenges associated with professional women working in science, technology, engineering, and mathematics in small, rural communities.
- \$3.5 million of a \$12 million grant from the United States Agency for International Development to help Afghans rebuild their higher education infrastructure.

RESEARCH EXPENDITURES AND RANKINGS

Since the last re-accreditation, the University's annual research and development expenditures from federal agencies, as reported to the National Science Foundation, grew more than 82 percent to \$81.3 million. Overall expenditures grew 116.6 percent to \$210 million.

In government rankings since 1999 (provided by the National Science Foundation), WSU has climbed from 99th in 2002 to a high of 81st in 2003 (and 83rd in 2006) among all research institutions. WSU is ranked 22nd among public research universities without a medical school, and 56th among all public institutions.

According to Academic Analytics' 2006 Faculty Scholarly Productivity Index™, WSU plant scientists were ranked among the most productive in the nation. The plant science program was ranked second out of 130 large research universities in the U.S.—a subcategory that led to the University being ranked eighth overall in the broad

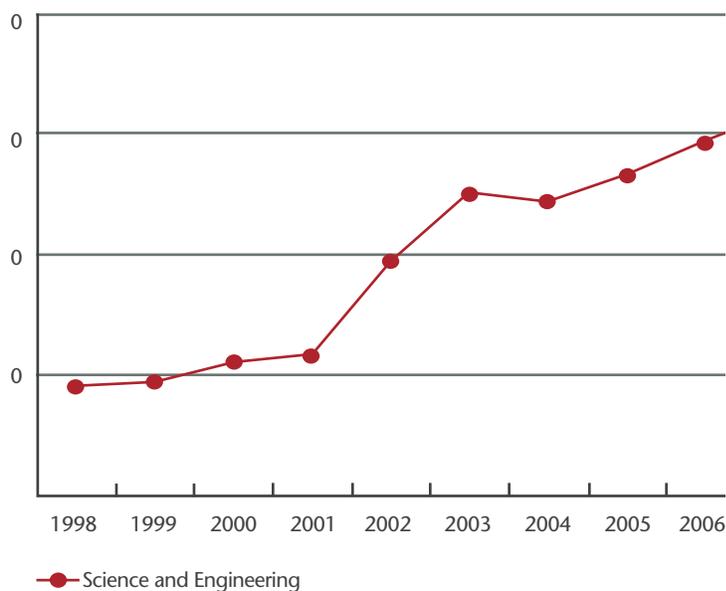
category of agricultural sciences. In other categories, WSU scientists ranked:

- 4th in animal science
- 6th in food science
- 7th in agronomy and crop sciences
- 8th in horticulture
- 20th in the broad category of health professions science
- 3rd in veterinary medical sciences
- 7th in zoology
- 8th in American Studies

WHERE WSU STANDS—IMPACT ACROSS THE STATE

WSU's Pullman campus and three regional campuses are part of a multilayered research system across the state. The University has more physical locations in the state than any other public sector economic development partner. Researchers at WSU help stimulate the economy in communities

Figure 4-2
Total R&D Expenditures*



*In Fiscal Year 2002, the National Science Foundation instituted optional reporting for non-science and engineering expenditures. Data for previous years is not available.

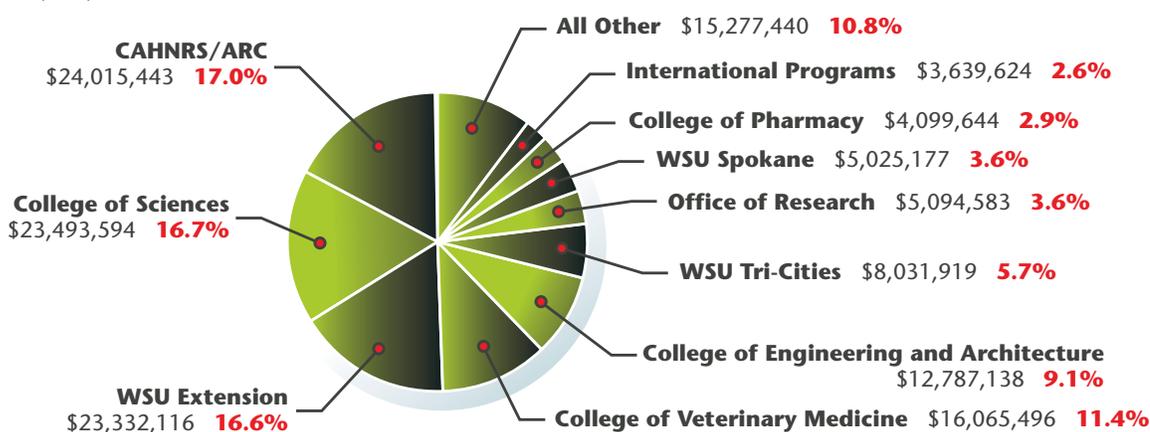
throughout the state with innovative research focused on local impact. The institution's stock-in-trade is ingenuity and the state's ability to remain competitive globally depends on this expertise. WSU works to add value with government, private, and philanthropic partners, who in turn help ensure the continued success of the research community. The University shares and exchanges its discoveries through education,

and moves the most viable ideas through technology transfer to the global market place.

The Applied Science Laboratory is the applied research component of the Institute for Shock Physics and undertakes a broad range of applied research projects for government agencies and corporations, including the development of commercial applications.

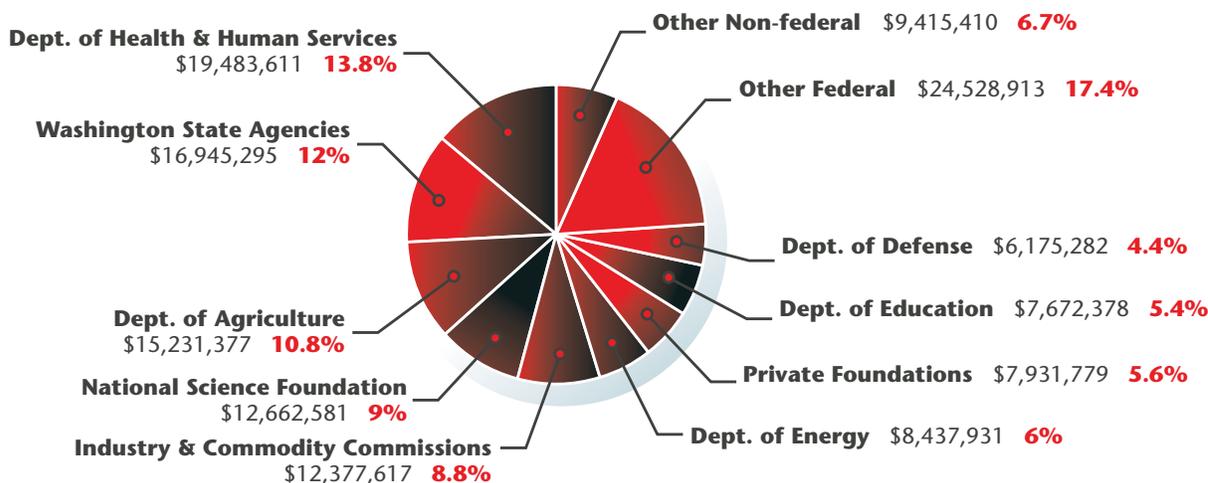
Figure 4-3
Sponsored Programs Expenditures By Area, FY 2008

Total \$140,862,174



Sponsored Programs Expenditures by Sponsor, FY 2008

Total \$140,862,174



In an innovative partnership with the Pacific Northwest National Laboratory (Department of Energy), WSU has built a \$24.8 million facility at WSU Tri-Cities that will focus on creating and commercializing large-scale conversion of agricultural waste into bioproducts and biofuels.

WSU is a driving force behind the burgeoning wine industry in Washington. With programs in viticulture and enology, the University's research on grape production in Prosser, and the discovery of new technologies, Washington wines are emerging as premier wines across the globe.

WSU's land-grant mission is enacted in every county in Washington and is spearheaded by the institution's agricultural experiment stations. Furthermore, this mission extends to WSU's extensive network of learning centers and small business development centers.

OFFICE OF RESEARCH PROGRAMS FOR FACULTY DEVELOPMENT

- "New Faculty" Seed Grant—Encourages junior level faculty by funding preliminary projects, training, and experience in sponsored programs.
- Dr. Stephen Russell, Grant Writers' Seminars and Workshops—geared for more experienced faculty, offers individual, mentored proposal writing.
- Proposal Consultants—Contact list of research proposal writers in various disciplines.
- Responsible Conduct of Research Education—Research compliance office requires responsible conduct of research training.
- Responsible Research Newsletter—Yearly publication providing articles and updates on research policies for current graduate students and faculty.
- Funding Opportunity Newsletter—Monthly e-mail newsletter provides announcements on opportunities in WSU research fields.

- Funding Opportunity Web sites—Announcements available online, as well as links to top agency sponsors and to database for targeted funding alerts.
- Proposal Management Unit—Coordination and administrative support for large, multidisciplinary and/or collaborative proposals.
- Productive Proposal Writing—Fall semester course to train newer faculty to be competitive grant writers and to unlock their potential to obtain funding.
- Equipment Matching Program—Office of Research partners with academic units to obtain major equipment that will build the research infrastructure.
- College of Liberal Arts Travel Grant Program (upon request)—Funding for travel that will lead to further collaboration, presentations at professional meetings, field studies, etc.
- Industry Development Program via the Washington Technology Center—Channels state, federal, and private resources to help companies develop and commercialize new products and technologies, and works with our faculty to fund technology driven projects.
- Prestigious Faculty Awards—The Office of Research coordinates and promotes faculty pursuit of prestigious awards.

OFFICE OF RESEARCH SUPPORT UNITS AND CENTERS

The Office of Research oversees a number of units that assist faculty members with their research. These centers include:

- Office of the Campus Veterinarian
- Office of Grant and Research Development (OGRD)
- Radiation Safety Office
- Office of Research Assurances
- Center for Integrated Biotechnology
- Social and Economic Sciences Research Center

- Nuclear Radiation Center
- Water Research Center

For example, OGRD promotes and facilitates the procurement of external funding by helping faculty identify these opportunities; interacting with potential funding agencies; and providing education and training on pre- and post-award topics through various programs. OGRD also serves as the centralized proposal submission and awards processing unit for reviewing, authorizing, and accepting awards on behalf of the University.

The Office of Research Assurances (ORA) coordinates the review of proposals for research that include the use of human subjects, animals, biosafety materials, and potential financial conflicts of interest, to ensure that the research protocols are in accordance with ethical standards. The ORA, along with the Radiation Safety Office, provides a critical underpinning for all WSU research activities across the state.

NEW BUILDINGS IN SUPPORT OF RESEARCH

Orville A. Vogel Plant Biosciences Building (WSU Pullman)—This new research laboratory totals approximately 93,000 gross square feet. The building was constructed as an addition to the existing Johnson Hall, and provides state-of-the-art research laboratories, lab classrooms, and support space for research programs in plant biotechnology and molecular plant sciences.

Shock Physics (WSU Pullman)—The 33,000 square-foot building, designed specifically for shock wave research, represents a unique facility among academic institutions. The research facilities and environment enhance the opportunity to conduct multidisciplinary research under one roof.

Applied Sciences Laboratory (ASL)—Spokane-based contract research organization that will undertake a broad range of applied research projects for government agencies and private corporations, including

the development of commercial applications. The ASL is the applied research component of the Institute for Shock Physics.

Health Sciences Building (WSU Spokane)—Located on the western edge of Spokane’s Riverpoint Higher Education campus. The building houses academic offices, clinics, classrooms, and teaching and research laboratories.

Engineering/Life Sciences Building (WSU Vancouver)—60,000 gross square feet, three-story facility for the engineering and life sciences programs.

Prosser Multipurpose Building—Research facility for the viticulture program at the Irrigated Agriculture Research Extension Center at Prosser, Washington.

PROJECTS IN PROCESS

ARS Plant Biosciences Building (WSU Pullman)—USDA-ARS-funded project for a four-story, 90,000 gross square feet plant biosciences research facility that will house offices, meeting rooms, research laboratories, and core laboratory facilities for 15 WSU Principal Investigators (PIs) and 15 USDA-ARS-funded Scientific Years (SYs) on the WSU Pullman campus.

Biotechnology/Life Sciences (WSU Pullman)—The Biotechnology/Life Sciences Building will provide a new facility of approximately 128,000 gross square feet. The building will house research laboratories, core laboratories, common support space, conference rooms, and office space for faculty and postdoctoral students. In support of the University’s Biotechnology Strategic Initiative, the new facility will accommodate the administrative offices for the Center for Biotechnology, and the administrative offices for the School of Molecular Biosciences. This project is phase II of a multiphased research complex being developed on this site.

Bioproducts, Sciences and Engineering Laboratory (WSU Tri-Cities)—The BSEL is a collaborative venture between WSU and Pa-

cific Northwest National Laboratory (PNNL) at the Tri-Cities campus. The 57,000 square foot facility will house research and teaching laboratories, classrooms, and faculty and staff offices for WSU and PNNL programs to promote science and engineering education and develop bioproducts technology.

FACULTY WELFARE AND DEVELOPMENT: SALARIES AND BENEFITS

The 1999 NWCCU Evaluation Committee Report recommended that “Washington State University pursue every possible avenue to increase faculty salaries. Failure to do so may jeopardize the University’s ability to maintain a faculty consistent with the University’s mission and goals.”

Many studies, including one by WSU’s Faculty Senate, show that the University’s salaries, especially those for associate and full professors, remain behind salaries at peer institutions. For benchmarking purposes, WSU compares itself to a group of 23 land-grant institutions with colleges of veterinary medicine. The average WSU salary lags behind the mean of the institution’s peer group by 14.7 percent (all data are fall 2006). This places WSU 19th out of the 23. Competitive starting salaries are usually offered to faculty who are new to the University, but faculty members gradually fall behind as their time at WSU increases. Salary compression and even inversion sometimes occur at WSU. Assistant and associate professors are 7.5 percent and 8.6 percent behind the mean of their peers, but full professors, the long-term employees whose reputations primarily determine the reputation of the University, are 16.1 percent behind.

WSU competes nationally for the best teachers and researchers, and it is essential that the salary issue be addressed. While continuing to remain a challenge, positive steps forward have been taken since the last accreditation. Salary increases, funds dedicated to retention, and raising the size of promotion salary increases have all

been part of a plan to respond to this university priority.

During his tenure, which began in 2000, President Rawlins made faculty salaries his highest legislative priority. Several times when the legislature could not find general state funding to meet the University’s salary request, he rearranged the WSU budget to use other local funds to make up the difference in faculty salaries. In the last two years of his presidency (2005–07), the WSU faculty was appropriated state funding for an average 4.8 percent raise. President Rawlins’s realignment of the budget led to an average of 8 percent salary increases over two years for WSU faculty instead.

President Floyd has continued to place the highest emphasis on faculty salaries. He has stated, “Achieving our goals of becoming a preeminent public research university depends upon our ability to bring outstanding faculty and staff to campus. To attract and retain the best personnel, the University must pay competitive salaries.”

In 2007, during his first year as president, Dr. Floyd continues to make faculty salaries a top priority in the supplemental budget request. Unfortunately, the legislature did not fund the request, so he addressed the issue in another way. As a result of budget reductions, administrative cuts, and streamlining, the University supplemented the 2 percent pay increase provided by the state with an additional 2 percent effective September 1, 2008. For the 2009-2011 biennial operating budget request, he will again place salaries as the University’s highest priority.

Other internal steps to address aspects of the salary problem include setting a standard of providing a 10 percent raise to a faculty member who receives a promotion. Previously, the size of the raise varied from year to year and sometimes no promotional raises were allocated. The new faculty rank of Regents Professor was established in 2003. Additionally, new promotional opportunities were established for those on fixed-term (non-tenure accruing) appointments,

and raising money for endowed chairs is a private fund-raising priority.

University policies on salaries and benefits appear in the *Faculty Manual* on pp. 73-75 and 113-114. Raises are distributed according to a formula which allocates 30 percent of the raise for professional development (across the board, except in rare cases), 40 percent superior merit, and 30 percent extraordinary merit, equity, and market adjustment. The annual review rating is used to determine the merit portion of a faculty member's raise.

WSU's benefits package is comparable to that offered at other research universities. Participation in the TIAA-CREF retirement program is voluntary for the first two years of employment and mandatory after that. Faculty members under age 35 contribute 5 percent of their salaries. At age 35, the contribution rate is increased to 7.5 percent. After age 50, faculty members can voluntarily increase their participation to 10 percent of salary. All of the faculty members' retirement contributions are matched by the University. The University provides basic long-term disability and life insurance, with the option of purchasing additional coverage under these policies. In addition, faculty members receive their choice among several health insurance policies which include medical, prescription, vision, dental, and mental health care. The University greatly subsidizes, but no longer fully funds, medical insurance for the faculty member and his/her family. Retired faculty members are allowed to purchase the health insurance as their primary plan until age 65, at which time the state's plan will be secondary to Medicare.

Part-time and Adjunct Faculty

WSU has 321 part-time faculty (14.6 percent of faculty on monthly appointments). Another 958 are adjunct faculty members who are either paid by WSU or are on courtesy appointment, but who are not appointed on a monthly basis. The *Faculty Manual* governs

these appointments, just as it governs the full-time faculty. As a result, the standards, procedures, and evaluations for these faculty members are the same as those for the full-time, regular faculty.

Part-time faculty members may hold any faculty title. Part-time faculty members who hold appointments of at least 75 percent, and under unusual circumstances 50 percent, are eligible for tenure. The criteria and standards for tenure are no different for part-time faculty members than they are for full-time faculty members. Therefore, those holding part-time appointments are usually given a longer time to achieve tenure than the time given to those on full-time appointments. For example, the intensive pre-tenure review is usually conducted in the fourth (rather than the third) year of service for part-time faculty members. When tenure is granted, it is granted only for the part-time faculty member's percentage of full-time appointment. If the appointment of a tenured part-time faculty member is increased to full time, his or her tenure is also increased to full time.

The *Faculty Manual* defines adjunct faculty as follows: "Adjunct faculty are individuals who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjunct faculty members provide different services within individual colleges according to established criteria. They are allowed to serve on graduate committees... Appointments are for up to three years" (p. 115).

Adjunct faculty are appointed after the department requesting the appointment fills out a Visiting Scholar Questionnaire. When the request for appointment is approved, an official letter of appointment, similar to that used for tenure-track faculty members, is sent to the adjunct faculty member. The questionnaire, a template for the letter of appointment, and visiting scholar guidelines may be found at <http://hrs.wsu.edu/faculty%202>. The letter of appointment indicates that adjunct faculty members

are bound by the conditions of the *Faculty Manual*.

SOME MAJOR ACTIONS TAKEN SINCE THE LAST ACCREDITATION

- **Strategic plans** (2002-07 and 2008-2013)—These plans emphasize attracting and retaining a diverse faculty of the highest academic stature, providing a premier education and transformative experience for WSU students, and achieving recognition as one of the nation’s leading land-grant research universities.
- **Appointment of a vice provost for faculty affairs**—Frances K. McSweeney, Regents Professor of Psychology, was appointed vice provost for faculty affairs in 2003. She is qualified academically (Harvard Ph.D., Regents Professor rank), has past administrative experience (chair of the Department of Psychology, chair of the Faculty Senate, president of her national professional organization), and has extensive knowledge of WSU (arrived in 1974). She is specifically charged with handling all issues related to the faculty.
- **Appointment of a vice provost for undergraduate education**—Mary Wack, professor of English, was appointed vice provost for undergraduate education. She is qualified academically (Cornell Ph.D., professor rank), has past administrative experience (chair of the Department of English, dean of the Honors College), and has extensive knowledge of WSU. She is helping to organize the teaching resources available to the faculty, improve the evaluation of teaching, and improve communication about the role of teaching in the annual review and tenure and promotion processes.
- **Institution of the phased retirement policy**—The phased retirement policy allows faculty members to prepare for retirement by reducing their FTE commitment from 1.0 to 0.5 over a period as long as seven years. Phased retirements are negotiated on an individual basis and have proved to be a popular way of entering retirement for many faculty members.
- **Two tenure and promotion committees**—Two committees have addressed issues related to tenure and promotion since WSU’s last accreditation. The first committee, chaired by Vancouver campus Chancellor Hal Dengerink, introduced several changes to the University’s policy, including the context statement, a reduction of the required number of external letters from five



to four, the introduction of a teaching portfolio, and allowing the tenure clock to stop for serious family illness. The second committee, chaired by Warwick Bayly, dean of the College of Veterinary Medicine, led to the following changes: development of a manual on faculty performance reviews with timelines and checklists for all participants in the process; establishment of dean's advisory committees in all colleges; development of a standardized Web-based annual review form; increased communication; improving the definition of service; and clarifying the standards for promotion.

- **Showcase**—In 2004, the University instituted a celebration of faculty and staff achievement that serves as the annual meeting of the faculty. Showcase is usually held on the Friday following spring break. It includes a poster session in the morning followed by a complimentary lunch and presentation of the Distinguished Faculty Address. Afternoon events include a reception for retired faculty members. The day ends with the Celebration of Excellence dinner that recognizes all newly tenured and promoted faculty members, as well as the faculty members receiving university-wide awards. Showcase has been remarkably successful. The academic poster session grows every year (currently around 350 submissions) and includes representation from all colleges. The lunch and dinner are oversubscribed each year even though the University accommodates approximately 250 people at lunch and 350 at the sit-down dinner.
- **Creation of three new university-wide faculty awards**—The university awards are delivered at the Celebration of Excellence dinner at Showcase. In the past, the university-wide faculty awards have consisted of three annual awards sponsored by the Sahlin family (one each in the areas of teaching, scholarship, and public service), the Marian E. Smith Teaching Award, and the Distinguished Faculty Address.
- A fourth Sahlin Award was created to encourage faculty participation in departmental, college, university, and professional service (see following section about Training our Future Leaders). The first of the new awards was granted in 2007.
- The Eminent Faculty Award was created as the highest honor for a faculty member at WSU. It was first awarded in 2000 and is now awarded annually.
- The entire faculty awards program is described at http://provost.wsu.edu/awards_program.
- The President's Award for Lifetime Achievement was instituted in 2004. This award is given at the discretion of the president. Although the award is not restricted to faculty members, to date, a long-time faculty member has received each of the annual awards.
- **Creation of a new faculty rank**—The rank of Regents Professor was created to recognize superior faculty performance and to give faculty members another opportunity for a promotional salary increase. Candidates for promotion to Regents Professor must be tenured full professors or equivalent. They must have served WSU for the last seven years; achieved the highest level of distinction in a discipline; raised the standards of the University through activities in teaching, scholarship, and public service; and sustained a level of accomplishment receiving national or international recognition.
- **Creation of 36 new tenure-track faculty positions**—In 2005-06, the state legislature provided funding to create 36 new tenure-track faculty positions. The posi-

tions were allocated among the colleges according to their needs: four to the College of Agricultural, Human, and Natural Resource Sciences; three to the College of Business; three to the College of Education; four to the College of Engineering and Architecture; nine to the College of Liberal Arts; three to the Intercollegiate College of Nursing; one to the College of Pharmacy; four to the College of Science; two to the College of Veterinary Medicine; one to Extension; and two to programs in Spokane.

- **Improvements in data collection**—As other universities, WSU has many challenges with data collection. The way in which data are collected makes it difficult to answer questions that are vitally important to the faculty. Many efforts are being made to improve data collection. For example, a Web-based annual review form (WORQS) was instituted to standardize and automate data collection on faculty activities. The University is implementing several projects to answer critical questions ([Exhibit 4-1](#)). The University is also participating in national studies such as the COACHE Survey of Junior Faculty Job Satisfaction ([Exhibit 4-2](#)). Efforts to improve data collection are ongoing.
- **Revision of policies on sexual harassment, discrimination, and consensual relationships**—A committee, appointed jointly by the provost and the Faculty Senate, revised policies related to sexual harassment, discrimination, and consensual relations (*Faculty Manual*, pp. 36-44). The major changes from the former policies included:
 - The existing policy was split into one policy on discrimination and sexual harassment and a second policy on consensual relationships.
 - The new policies require that any action taken by the University against a perpetrator is disclosed to the complainant, reported to the Center

for Human Rights, and included in performance reviews.

- The new policies include a broader array of potential sanctions, including mandatory training or counseling; transfer or reassignment; verbal or written warning; censure; demotion; reduction in pay; withholding of pay increases; denial of professional or retraining leave; withholding of promotion; suspension; and dismissal.
- The new policies contain guidelines on selection of the appropriate sanctions. The totality of the circumstances of the incident are considered (the nature, frequency, intensity, location, context, and duration of the alleged behavior). A selected sanction must be severe enough to reasonably be expected to deter future incidents.
- **Identification of areas of preeminent research, scholarship and graduate education**—Several areas of research excellence were identified on the basis of objective indicators (e.g., funding; citations; scholarly, societal, and educational impact). Areas were required to be distinctive, thematic, and multidisciplinary with the potential to increase grant funding and to enhance the University's reputation at the international and national level. The identified areas are:
 - Advanced materials technology
 - Chromosome biology and the science of reproduction
 - Clean energy technologies
 - Infectious diseases at the human-animal interface
 - The brain, behavior, and performance
 - Molecular plant science and geneticsAlthough each of these areas is science-oriented, faculty members from other

disciplines are included on the teams. For example, ethicists participate in several of these areas and sociologists are involved with questions surrounding the social acceptance of genetically modified plants and animals.

- **Revision of the faculty disciplinary procedures section of the faculty manual**—The policy regarding the separation of tenured faculty from the University was revised. The new policy appears on pp. 22-36 of the *Faculty Manual*. The policy specifies activities that may lead to separation and the process by which this separation occurs. The process involves many steps, including a hearing before one's peers. Although it is important that this process is defined, its existence probably contributes to the fact that it is almost never used. Instead, tenured faculty members are usually separated from the University through an informal negotiation process among the faculty member, department chair, and college dean.
- **Mandated promotional salary increases**—In the past, the size of the raise given when a faculty member was promoted depended on the money available, leading to inequity for faculty members who were promoted in lean years. All promotional raises are now mandated to be 10 percent and are given in addition to normal merit increase. Most of the funding for promotional raises comes from the central administration rather than from the raise pool.
- **Emeritus faculty**—Emeritus faculty members are now recognized at a reception at Showcase and a permanent Emeritus Faculty Center has been established in the Science Library. The center provides a place for emeritus faculty to meet and work and organize activities.

SOME MAJOR REMAINING CHALLENGES

As do all institutions of higher education, WSU faces some major challenges. Some of these are described below along with current plans to address them.

- **Resources for professional improvement**—The problems with faculty salaries have already been discussed. In addition, the University needs to increase support funding for faculty members (e.g., supply money, travel funds, equipment replacement funds, bridge funding for grants). Much of the money available for these purposes comes from indirect cost recovery from grants. Major efforts are underway to increase grant funding. In addition, WSU is in the process of launching a major capital campaign. An important goal of the campaign is to raise funds for endowed faculty chairs.
- **Facilitating interdisciplinary research**—During the last few years, research questions and funding have become increasingly interdisciplinary. The faculty at WSU, as at other institutions, is organized mainly into disciplinary departments. The University has taken many actions to facilitate interdisciplinary research and teaching, including forming more interdisciplinary departments (e.g., biological systems engineering, molecular biosciences), forming more interdisciplinary degree programs (e.g., neuroscience), and forming more interdisciplinary centers and institutes (e.g., the Center for Reproductive Biology). The University has also attempted to remove institutional barriers to interdisciplinary research by, for example, creating a way for each participating faculty member to receive credit for an interdisciplinary grant. However, more work remains to be done on this issue.
- **Diversifying the faculty**—Women made great strides at WSU during the last decade. Women made up approximately

32 percent of the faculty in 1997; women are approximately 40 percent of the faculty in 2006. Women still encounter problems in promotion to the ranks of professor (12.2 percent in 2002) and Regents Professor (5.3 percent), but they are making progress.

Minority faculty members may not be faring as well. They made up approximately 11.4 percent of the faculty in 1997 and 12.2 percent in fall 2006. However, during the same period, WSU has experienced increasing problems obtaining information about ethnic status. In fall 1997, 4.7 percent of the faculty failed to report ethnicity. In fall 2006, 18.4 percent failed to report.

The University's data suggest that women and faculty of color are treated equitably once they arrive on campus. The cohort analysis of tenure-track faculty hired between 1995 and 1999 ([Exhibit 4-1](#)) indicates that men and women achieve tenure (approximately 55 percent of those hired) and leave the University before tenure (approximately 45 percent of those hired) at similar rates. This differs from the results for ten research universities surveyed by Dooris and Guidos (2006), in which women (47 percent of those hired) were tenured at a substantially lower average rate than men (59 percent of those hired).

The COACHE survey of junior tenure-track faculty job satisfaction ([Exhibit 4-2](#)) revealed that female faculty answered in a statistically significantly different manner from male faculty, and faculty of color answered in a statistically significantly different manner from white faculty on only three questions on the survey (not the same three). In contrast, 33 significant differences were found in the pooled data across all universities. The University interprets these results to indicate relatively equitable treatment of diverse faculty members once on campus.

The document *Diversifying the Faculty* ([Exhibit 4-3](#)) describes the many efforts made to increase the quality of WSU's faculty through diversity. In addition to these efforts, Alex Tan, former chair of the School of Communication, was appointed as a faculty diversity fellow. He initiated a number of projects, including work on a strategic plan for diversity, work on a statement expressing WSU's institutional commitment to diversity, and instituting a new award for diversity efforts to be integrated into the University's Martin Luther King Day celebration.

- **Issues for fixed-term (non-tenure-accruing) faculty**—As is the case for other universities, WSU employs many fixed-term faculty. These faculty members make a valuable contribution to the University. Nevertheless, WSU policies and procedures that govern working conditions for these faculty members are not well-developed.

The University has made many changes to address these issues. For example, fixed-term faculty members are now represented in the Faculty Senate. The job titles for fixed-term faculty have been regularized and promotional opportunities have been clarified. The University prepared a Frequently Asked Questions document ([Exhibit 4-4](#)) that describes University policy on many issues related to these appointments. However, much additional work needs to be done. A recent survey identified the following issues for fixed-term faculty members that still need to be addressed.

Length of contract—Job security is a more important issue to these faculty members than salary. Although multiyear contracts (up to five years in some cases) are permitted by University policies, departments rarely grant the longer contracts. The University needs to publicize the availability of these contracts.

Reducing isolation—Fixed-term faculty members often feel left out and isolated from the deliberations of their departments and the University, even in areas such as undergraduate education where they have a major contribution to make. Departments need to better integrate these faculty members into the decision-making process. The University may also need to organize fixed-term faculty and to give them a physical home in the manner that has recently been done for emeritus faculty members.

Recognition—The University needs a better way of recognizing the contributions made by these faculty members, perhaps instituting a new award at Showcase.

Clarification of policies—The University needs to regularize and publicize policies related to fixed-term appointments (e.g., salaries, contract length, methods of evaluation) and to place this information in the *Faculty Manual*.

- **Training future leaders**—WSU is also experiencing increasing difficulty recruiting people as department chairs and in leadership positions on important committees. This creates a critical problem because of the University's commitment to shared governance. The University has taken steps recently to address this issue. The Faculty Senate reduced the number of committees, and therefore, the number of openings for committee members that need to be filled. The Faculty Senate instituted a publicity campaign to inform the faculty about its activities and to emphasize the importance of service. The provost's office instituted a series of training workshops for new department chairs and directors. A new faculty award was also added to Showcase in recognition of outstanding faculty service. The University continues to work on this issue.

- **Rank mix**—Part of the problem in developing leaders results from the University's rank mix. WSU has relatively few full professors (approximately 38 percent of the tenure-track faculty in 2006) relative to its peers (approximately 45 percent in 2006). Although this gap has narrowed in recent years, improvement is necessary. The University is working to increase the transparency of the tenure process. The institution is also making efforts to mentor and develop associate professors to encourage successful promotion to full professor (e.g., creating special mentoring committees for those remaining at the associate level for 6 to 10 years). Nevertheless, the need for more full professors continues.
- **Quality of life issues**—WSU is committed to improving all aspects of faculty life. For example, the University recently participated in a survey of junior tenure-track faculty job satisfaction. ([Exhibit 4-2](#)). Strong and relatively successful programs devoted to such areas as partner accommodation were initiated ([Faculty Exhibits 4-5](#) and [4-6](#)). The University also recently devoted \$1 million to renovating child care services on campus. However, these efforts remain inadequate. For example, many more spaces are needed in child care to meet current demands. Partner accommodation funding also needs to increase because it is becoming more and more important to recruiting the best faculty. The University recently submitted a grant proposal to the NSF Advance Program. It was funded starting in September 2008 and should help address these issues.

EXHIBITS

Exhibit 4-1	Cohort Analysis of Tenure	Electronic, Exhibit Room
Exhibit 4-2	COACHE Survey	Electronic, Exhibit Room
Exhibit 4-3	Diversifying the Faculty	Electronic, Exhibit Room
Exhibit 4 -4	FAQ's Temporary Faculty	Electronic, Exhibit Room
Exhibit 4-5	Partner Accommodation Funding	Electronic, Exhibit Room
Exhibit 4-6	BPPM Partner and Spouse Accommodation	Electronic, Exhibit Room

WEB SITES

Faculty Manual	http://facsen.wsu.edu/faculty_manual/FacultyManual2008.pdf
Provost's Instructions for Tenure and Promotion	http://provost.wsu.edu/manuals_forms/2007TPGuidelines.pdf
Provost's Instructions for Annual Review	http://provost.wsu.edu/manuals_forms/annual_review.html
Guide to WSU's P&P for Evaluating Tenure Track Faculty	http://provost.wsu.edu/manuals_forms/Manual_on_Faculty_Evaluation.doc
Faculty Appeals Process	http://facsen.wsu.edu/committees/faculty_status_committee/
Guide to Evaluating Tenure Track Faculty	http://provost.wsu.edu/manuals_forms/documents/Manual_on_Faculty_Evaluation.doc
Tenure and Promotion Workshops	http://www.hrs.wsu.edu/Tenure+and+Promotion+Workshops
Faculty Performance Orientation	http://provost.wsu.edu/newfaculty_orientation/index.html
Professional Leave	http://provost.wsu.edu/manuals_forms/ProLeaveForm.pdf
WORQS Web-based Annual Review Form	https://worqs.wsu.edu/
Visiting Scholar Guidelines	http://provost.wsu.edu/siteindex/documents/VisitingScholarGuidelines1.doc
Faculty Awards Program	http://provost.wsu.edu/awards_program/

ADDITIONAL EXHIBITS

Faculty Salaries Hi Lo Average	Volume II, Electronic, Exhibit Room
Faculty by Category and Gender	Volume II, Electronic, Exhibit Room
WSU Faculty # and Source of Terminal Degree	Volume II, Electronic, Exhibit Room
Summary of Artistic Creation, Scholarly Activity and Research	Volume II, Electronic, Exhibit Room
Policy on Promotion and Tenure	Volume II, Electronic, Exhibit Room
Impact of Faculty Scholarship	Volume II, Electronic, Exhibit Room

Standard Five



LIBRARY AND INFORMATION RESOURCES

STANDARD FIVE

Library and Information Resources

ACCOMPLISHING THE INSTITUTION'S MISSION AND GOALS

As a land-grant research institution, Washington State University is committed to providing the library and information resources and services needed to accomplish its mission and goals for undergraduate and graduate education, research, and outreach. Collections and equipment are continually expanded and upgraded by personnel who are deeply committed to helping the institution meet its goals.

The WSU Libraries have, over the years, amassed a core collection of more than 2.2 million volumes and currently subscribe to some 30,000 periodicals and journals in support of the curriculum of the University. Data collected the last time the libraries assessed themselves against the Research Libraries Group Conspectus by collecting levels showed WSU at instructional support or research level in all areas relevant to the mission of WSU. When new programs are proposed the libraries are consulted on preparing a statement assessing the adequacy of the collection and information resources, and proposals are reviewed by the Faculty Senate Library Committee for approval. The University libraries are a member of the Association of Research Libraries, a prestigious group of slightly more than 100 top research libraries in North America.

The six WSU Pullman libraries and the libraries at Spokane, Tri-Cities, and Vancouver all focus their efforts on supporting local educational programs. Library faculty work with teaching faculty in all departments to ensure that the collection and information resources reflect the changing teaching and research needs of the institution. As programs expand or shift, resources and services are realigned to have the most effect. Appropriate resources and services are provided for Distance Degree Programs students, Extension faculty, and other research-

ers wherever they are. Each of the regional campuses has its own budget for materials, while funds on the Pullman campus are allocated to the disciplines served by its several libraries according to considerations of FTE students and faculty served, costs of materials in that field, grant support and research needs, and the University's land-grant mission.

RESOURCES AND SERVICES

Collections

The Libraries Collection Management Working Group maintains the collection development and management policies for the Pullman campus. These policies ([Exhibit 5-1](#)) are prepared in partnership with the academic departments to guarantee that the libraries are acquiring the collections that will best meet the current needs of WSU's academic programs and are regularly assessed and revised to ensure they meet current needs. Selection of materials is the responsibility of library faculty working in consonance with teaching departments and units.

In keeping with its mission as a research library, the WSU Libraries acquire primary sources and unique materials. Research level collections are expected in each discipline that offers a Ph.D. and conducts grant-funded research. Instruction level collections to support bachelor's- and/or master's-level work are collected in other curricular areas. The federal and state documents collections also support the teaching, learning, and research of the University. The WSU Libraries have been a member of the Federal Depository Library Program for the past century and collect as a selective depository at the rate of 70 percent. The libraries are also a full depository for Washington state.

Responsibility for acquisition, organization and most maintenance of materials lies

with the collections and technical services unit, which includes ordering, cataloging, and marking for books, media, and serials in print or electronic format. Regional campus libraries combine on-site responsibility with support from Pullman for their selection and processing and collaborate on funding university-wide electronic resources. With many resources now electronic, the libraries implemented an electronic resources management system for better technical control of the tens of thousands of electronic resources. Unlike most research libraries, WSU has no serious processing backlog. Most acquisitions are catalogued and made available to library users within a few days of arrival. The libraries have substantially completed retrospective conversion of the collections so that all holdings, regardless of format, are currently listed or will soon be listed in Griffin, WSU's online catalog.

The ability to maintain excellent serial collections is a serious issue for academic libraries nationwide, and WSU's LibQUAL+ surveys have shown repeatedly that the University's libraries fall somewhat below its users' expectations for serial holdings (Exhibit 5-2). WSU, like other research institutions, has had to cancel serial subscriptions in order to stay within budget, and the libraries have worked hard to obtain input from faculty and students about what titles are most important to keep. In 2007 the libraries established a serials decision database for informed decision making (Exhibit 5-3). This tool greatly improves the ability to assess whether the libraries' subscription list is meeting the University's current needs. All the WSU libraries share responsibility for increasing access to electronic materials across all WSU campuses. The libraries joined Portico, a "dark archive" of scholarly journals, as one more means of protecting investments and are continually assessing other options.

Academic libraries nationwide are moving toward a new model of shared collection development, an issue of great importance, and WSU Libraries are already working in-

formally with other members of the Orbis-Cascade Alliance of Washington and Oregon academic libraries to access information on each other's monograph orders, with the aim of reducing unneeded duplications while still allowing each institution to make purchase decisions based on its individual curricular needs.

Acquisition, organization, and maintenance of the computer hardware and software essential to accessing all collections, paper and electronic, in Pullman lies with the systems unit, where three faculty and five staff handle both day-to-day operations and projects requiring technical expertise such as the Institutional Repository and digitization projects. The unit regularly evaluates technology needs in the libraries and adjusts staffing levels to meet them. This unit supports access to online resources available to all WSU Libraries. Additionally, regional campus libraries work through their own local IT units and budgeting offices to update equipment and infrastructure. They collaborate closely with the systems unit to assure interoperability.

Instruction

WSU's 2002-07 strategic plan states as its first goal "to offer the best undergraduate experience in a research university" (Exhibit 5-4). Six learning goals for baccalaureate students were established to support this strategic priority (Exhibit 5-5). The third of these learning goals addresses information literacy. The WSU Libraries support this goal very actively, and the library instruction program remains a strength.

Internal analyses show the complexity of accessing information and putting it to use require a higher level of teaching and learning than was common in the past, and WSU Libraries have implemented substantial curricular changes to meet current needs. The program at Pullman has seen sustained growth over the years and has received internal university grant funding to expand and assess online tutorials and develop

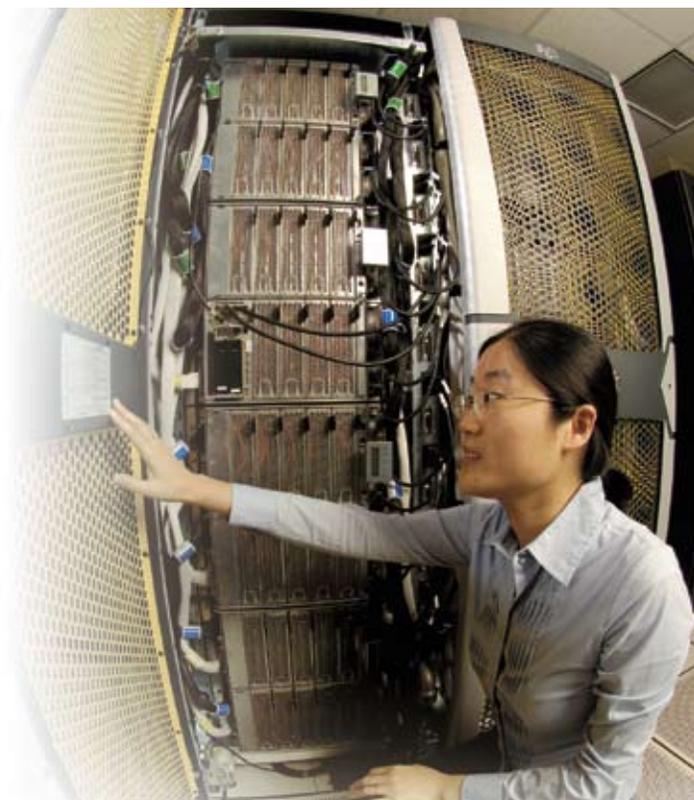
other new programs several times since 2003. The library instruction unit, which has grown to 4.5 FTE since 2000, provides a high level of support to key partner programs, including the composition program, the Intensive American Language Center, the freshman seminar program, and the General Education program. The libraries also offer a one-credit course (Gen Ed 300) in face-to-face, online, and hybrid settings; have become involved with new initiatives in the Office of Undergraduate Education, such as Freshman Focus; and have increased the number of online tutorials available exponentially. The unit handles most services for first-year students and the general education program. In addition, librarian subject specialists work with their liaison departments to offer course-specific instruction at upper undergraduate and graduate levels. All levels of instruction are regularly assessed for effectiveness and applicability to current needs and changes are made as needed. The libraries have served more than 10,000 students each year since 2002. The unit offers outreach and liaison services to student support services on campus, such as athletics, McNair Scholars, Career Services, and Student Support Services, as well as robust programs for K-12 students in eastern Washington.

The addition of lower-division instruction at the regional campuses has meant the libraries there have taken on additional instruction responsibilities. At Tri-Cities, all incoming freshmen are required to take a one- or two-credit course that covers learning goals with a very heavy emphasis on information literacy. At Vancouver, the library instituted a special project in 2006 to support both the new lower-division students and the general education curriculum. In 2006-07, 31 sessions were given, and in fall 2007, another 18. At Spokane's Riverpoint Campus, WSU and Eastern Washington library faculty present instruction sessions to classes from both universities.

Policies and Input on Information Resources and Services

The WSU Libraries maintain extensive Web pages with information on collection development policies, which are due for review in 2009; regulations governing such requirements as copyright law; and procedures for faculty to put materials on electronic reserve or students to borrow books ([Exhibit 5-6](#)). Only sensitive financial or personnel information is behind firewalls. Also available from the libraries Web pages are links to help desks for several library services; policies and procedures for employees; current and historical planning documents; information on working groups and task forces; links to training sessions and to assessment and evaluation information from various instruments and projects collected over the past several years; organizational charts; and minutes from meetings. All Web pages are regularly reviewed and updated.

Each of the Pullman campus libraries has an advisory committee; the commit-



tees for the science libraries and for the Veterinary Medical/Pharmacy Library are particularly active in supporting and advising those libraries on changes needed in services and collections. The libraries maintain both paper and electronic suggestion boxes for students and faculty to comment on services. Questions and comments from both are answered promptly. The libraries regularly engage in assessments that solicit user input on resources and services, such as LibQUAL+, mentioned above, and employ student focus groups to follow up on questions where more information is needed to allow effective planning and development.

The WSU Libraries are represented on University Information Technology (IT) advisory committees. In Vancouver and Tri-Cities, the libraries, computing, and telecommunication each report to the same administrator, although in Vancouver that is changing. WSU Libraries have also been represented on the major computing advisory committee, the University Advisory Committee on Computing and Telecommunications, and will continue to be well represented on future system-wide IT-related committees.

Systems and Services

The WSU Libraries support a diverse and complex range of automated services for its users wherever they may be located and whenever they need help. The Pullman libraries' computer hardware and software purchases totaled more than \$1.24 million from 2000 through 2006. For Vancouver, the figure during the same period was approximately \$28,000; for Tri-Cities, \$110,000. The Spokane Riverpoint Campus library purchased new computing hardware in 2006, when it moved into the Academic Center Building. Both WSU and EWU purchased computers and creativity hardware for the library. All of the WSU libraries employ a shared, integrated system, the Griffin online catalog, which is licensed and supported by Innovative Interfaces.

As one approach to improving the sharing of resources to meet the expanding information needs of students and researchers, the libraries implemented ILLiad, an automated interlibrary loan system, for all campuses in 2003. Within the Griffin catalog environment, the libraries began serving in 2007 as a beta tester for the Innovative Interfaces ArticleReach system, a system that supports unmediated document delivery of articles from journals not owned by the libraries. The WSU libraries supporting health science programs use their DOCLINE membership to expedite interlibrary loans among the national network of libraries of medicine.

One of the libraries' most important services is its Web presence, including the Griffin catalog. In 2007, after running several different usability tests with students and making changes based on the results, the unit rolled out an updated Griffin interface that is cleaner, clearer, more intuitive, and more useful (*Exhibit 5-7*). It serves not only as the locator for materials owned by all the WSU libraries and by its Washington-Oregon Alliance consortial partners, but also as the platform for access to tens of thousands of ejournals, databases, and ebooks, and to WSU's Institutional Repository, where the libraries archive electronic theses, dissertations, data sets, teaching materials, and other products of the scholarly endeavors of the University. Many library faculty use contemporary computing and communications services to extend the unit's boundaries and push up-to-date information to users through wikis, blogs, RSS feeds, and podcasts. Also in 2007, the libraries joined the Washington State Library/OCLC initiative for a Washington statewide catalog membership to increase visibility of the unit's holdings and services. The libraries will be implementing OCLC as the shared catalog for the Alliance in the coming year.

In 2001-02, WSU Libraries added a service called [FindIt@WSU](#) that utilizes the Open URL standard. [FindIt@WSU](#) provides access

to a variety of library services from publication locator databases (indexes) to which the library subscribes, and makes library collections and services available at the point of need. The usability of these tools has been assessed in a series of tests. In August 2006, WSU Libraries introduced an additional service, [SearchIt@WSU](#), that provides simultaneous searching of many subscribed databases using the Z39.50 standard and other federated searching methods.

In the electronic resources area, the libraries served as a beta tester for the Innovative Interfaces Electronic Resources Management (ERM) software in 2001 and fully implemented it in 2005. ERM addresses the issue of complex licensing agreements and supports the management of licensed electronic resources and the tracking of collection assessment information, such as cost-per-use data and license records. On all campuses, the libraries participate in a number of consortia providing access to electronic information resources.

Beginning in 2000, the libraries began an active effort to build locally produced digital collections using the OCLC CONTENTdm software in order to make these resources available to a much wider audience (<http://www.wsulibs.wsu.edu/holland/masc/imagetdatabases.htm>). More than 42,000 objects have been digitized and described, and are publicly available as part of this effort. We have built upon our digital repository expertise with two major initiatives. WSU is the union catalog host site for the Northwest Digital Archives (<http://nwda.wsulibs.wsu.edu>), an archival digitization project with approximately 25 member institutions. Additionally, the libraries deployed the WSU Research Exchange institutional repository service in 2006. The Pullman libraries have approximately 240 public workstations and 211 staff workstations, of which 186 public workstations were replaced in 2007. Tri-Cities has 20 public and eight staff stations, and Vancouver has 34 public and 21 staff

stations. Spokane has 16 reference and 13 staff machines, 12 instructional laptops, and 12 laptops for checkout to students and faculty. Unlike many of our peer institutions, the WSU Libraries do not yet have a general purpose student computing access laboratory; however, the majority of public workstations in the Pullman campus libraries have MS Office and Open Office 2.0, and all libraries have “creativity stations” with a suite of other programs for public use. All six of the campus libraries have wireless coverage.

In 2007-08, with special funding help from the University, nearly every public and staff computer was replaced or updated in the Pullman libraries. The new equipment freed up time for systems staff and faculty to undertake other priorities. The libraries also now provide, partly from endowment funds, laptop computers for students to check out when they have online assignments or tests. The WSU Libraries continue to be a leader in academic library digitization through active involvement in the Digital Futures Alliance, Northwest Digital Archives, Western Waters, Women’s History, and other forward-looking projects.

FACILITIES AND ACCESS

The WSU Libraries are part of a multi-campus system. During the past few years, wireless networking has been built in all six libraries on the Pullman campus, and in 2007, new computers and monitors were installed in most of the public areas. Each library currently has at least one multi-media station equipped with a scanner and software needed to create images. The robust library instruction program has access to four classrooms in the libraries, two in Holland and Terrell and two in Owen. Each library has one traditional classroom and one hands-on computer lab classroom. The libraries have utilized space to make room for new study areas, including a quiet study lounge and new group study areas. The Graduate and Professional Student As-

sociation continues to house a center in the Holland and Terrell Libraries that provides space and computer access to graduate students. As part of the Compton Union Building renovation, a corridor connecting the CUB to the Holland and Terrell Libraries was constructed. It is anticipated this will lead to increased traffic.

Print resource collections at the regional campus libraries are still relatively new, and the collections are focused on current materials. Students and faculty at the regional campuses have access to the print collections in Pullman through the online catalog and the libraries' courier service, and also enjoy access to most of the electronic resources licensed through the Pullman campus. In addition, regional campus faculty and staff have access to the same materials that are made available to Pullman campus library users through resource sharing arrangements.

Each of the ten WSU Learning Centers has a single library contact, generally the closest regional campus library, for library services and access to all the WSU Libraries collections.

Students enrolled in WSU Distance Degree Programs are served by the libraries' Distance Degree Library Services ([Exhibit 5-8](#)), and have access to all the WSU Libraries collections, except for those electronic

resources whose use is restricted to particular campuses by license agreements.

In Vancouver, changes have been made to accommodate the influx of users. A small instruction room has also been converted into a computer lab. The library hopes to expand into the second floor of the building once more campus buildings are complete and the occupants are relocated. The library is open 79 hours per week.

In the Tri-Cities, the Max E. Benitz Memorial Library is located in the campus's Consolidated Information Center. The library shares its 30,000 square-foot space with the Hanford Technical Library (HTL) which is operated by the Pacific Northwest National Laboratory under contract with the U.S. Department of Energy and the Southeastern Washington Business Information Center (BIC). The facility is open 69 hours a week. Both libraries have staff at the reference and circulation areas who are trained to serve both sets of clientele. Users of both can check out each other's materials. The facility is also open to the public for general use. There are 25 computer user stations that will access either WSU's electronic resources or those operated and licensed by the HTL. Wireless access is provided in the facility for WSU students and faculty. Four microform reader printers are available at no cost.



In Spokane, the Riverpoint Campus Library, which serves both WSU and Eastern Washington University students (about 2,000 potential primary users), moved into spacious new quarters in the Academic Center Building in July 2006. Located in the center of campus, the new facility offers lovely, well-lit space for individual and group work. The Betty M. Anderson Library at the College of Nursing moved into the building in fall 2008. Library users have access to the electronic resources of both universities when working in the library, which is open 79 hours per week. Librarians from both universities collaborate in providing library instruction and other services.

The Energy Library in Olympia is open 45 hours per week, Monday through Friday. The Energy Program is administered by WSU Extension, and the library is affiliated with the WSU Libraries. The Energy Library maintains a special collection where WSU staff, the general public, and other libraries can locate energy-related information.

Reference

Reference service is available in all WSU Libraries at several different levels: face-to-face reference interactions; appointments; and phone, e-mail, and chat/instant messaging services. In addition to faculty librarians, trained information assistants sometimes staff reference desks. This program was initiated in response to growing demand from users at the same time faculty positions were being lost to budget cuts and reassignments. Students enrolled in the Distance Degree Program have a toll-free phone line in addition to the e-mail and instant messaging options. Students have access to resources at WSU Learning Centers, as well. The hours of service vary among the Pullman libraries, from 68 to 110 hours per week. At the regional campus libraries, reference service is available all open hours. Statistics on times and types of questions are used to help assess the libraries' ability to serve users, and the hours that reference desks are staffed

are adjusted as necessary. The libraries also employ other sorts of evaluations to ensure the quality of service stays high. Increased interest among undergraduate students in extending hours led in 2007 to a student-led attempt to enact a student fee so the libraries could stay open longer, but the money to extend hours in one library for the 2007-08 academic year was instead provided by the provost. Holland and Terrell Library is currently open until 2 a.m. Sunday-Thursday during the semester. Owen Library, the second largest at Pullman, is open until 11 p.m. Sunday-Thursday.

Copying and printing services are available in all libraries. Students can send print jobs from any networked computer to the print stations.

User surveys have indicated students want welcoming areas for both academic and social purposes in the libraries, and in response staff have repurposed parts of both the oldest and the newest Pullman library buildings to create spaces for students to gather for group work and comfortable reading and studying.

Cooperation and Consortia

WSU participates in a number of cooperative agreements with colleges and departments in the state and nationally as part of a suite of solutions to the problems all academic libraries are facing in providing access to the masses of information currently needed by students and researchers. Such cooperative arrangements and consortia are continually reviewed to ensure they are meeting current needs. The WSU Health Sciences Library and the Betty M. Anderson Library at the College of Nursing are resource libraries in the National Network of Libraries of Medicine, Pacific Northwest Region. The University of Washington Health Sciences Library and Information Center is the largest member, and WSU students and faculty benefit from access to the collections of all of the members. WSU faculty and students can also access the PubMed database

free of charge from the National Library of Medicine.

Eastern Washington University and WSU have a joint library in Spokane, the Riverpoint Campus Library, that supports the academic programs of both Washington State University and Eastern Washington University offered there.

The Cooperative Library Project (CLP) is a consortium of the six Washington public baccalaureate institutions. Through special funding from the Washington state legislature, the member libraries created a joint catalog of library holdings, enhanced Interlibrary Loan services, and have jointly subscribed to a variety of bibliographic and full-text databases such as the current Ebscohost for wide-ranging access to literature in all areas.

The WSU Vancouver library is a charter member of the Portland Area Library System (PORTALS), a consortium of academic and public libraries in the Portland, Oregon/Vancouver, Washington area.

In 1997, WSU Tri-Cities and the Hanford Technical Library moved into the new Consolidated Information Center (CIC) in which the collections (except the security classified special collections controlled by Hanford) and non-proprietary services of the institutions are shared and integrated.

The WSU Libraries also enjoy a close working relationship with the libraries at the University of Idaho. The two universities have established reciprocal borrowing arrangements for each other's students, faculty, and staff. Since the University of Idaho is the regional repository for federal documents for the state of Idaho, WSU students and faculty have easy access to all federal publications distributed to depository libraries by the Superintendent of Documents. Similarly, since the University of Idaho has a law library, WSU is able to select fewer specialized legal resources to support its liberal arts curriculum.

In 1995, WSU was a founding member of Cascade, a consortium of the six Wash-

ington public baccalaureate institutions. In 2002, Cascade merged with Orbis, a similar consortium of Oregon libraries, to create the Orbis Cascade Alliance. The alliance now includes libraries at 34 institutions of higher learning in Oregon and Washington, providing the members with shared access to each other's collections, a courier service for rapid delivery of materials between institutions, and enhanced purchasing power through group discounts on expensive collections. Shared access to collections is provided through a union catalog named Summit. The alliance has helped provide an answer to the problem of providing access to the world of information for all students and faculty. Participation in Alliance purchasing projects saves the WSU Libraries more than \$300,000 annually on database costs alone, plus expands our book "holdings" by some millions of titles. The alliance also supports projects such as the Northwest Digital Archives (NWDA), a collaborative project of WSU and other northwest libraries that provides enhanced access to archival and manuscript collections of participating libraries through a union database of Encoded Archival Description finding aids.

In 2005, after careful cost and service assessments, the libraries selected Yankee Book Peddler (YBP) as its principal monograph vendor. YBP provides a web-based service that allows WSU librarians to monitor the library materials purchases of other regional libraries that buy from YBP. This lets selectors target purchasing dollars toward materials that are not already being bought by other libraries whose collections staff can easily access through interlibrary loan or shared borrowing privileges.

As yet another solution to the issue of providing access to information, WSU is a member of the Greater Western Library Alliance (GWLA), a consortium of 31 research libraries located in the central and western United States. WSU currently subscribes to 17 databases and electronic services through GWLA, saving many thousands of dollars through the group's buying power.

WSU is a charter member of the Digital Futures Alliance (DFA), which was formed to address the problems associated with long-term preservation of digital information. Other members include the University of Washington, OCLC, and Microsoft. The DFA is in the process of organizing an international think tank on collaborative strategies for digital preservation.

WSU is a lead member institution of a group of more than 30 libraries in the Pacific Northwest that subscribe to OCLC FirstSearch. The group began with six Washington libraries in 1994 and expanded to a multi-state group in 1997. Currently the group consists of over 120 participating libraries that include members from public universities, private colleges, community colleges, public libraries, special libraries, and Orbis Cascade Alliance libraries. Pacific Northwest FirstSearch Group libraries are located in Washington, Oregon, Idaho, and Montana. The purchasing power of the large group saves WSU thousands of dollars each year.

An active interlibrary loan program acquires resources through OCLC and uses technology such as Ariel software to expedite their delivery. Membership in the Rapid Access Processing & Information Delivery (RAPID) resource sharing system based at Colorado State University allows electronic delivery of requested documents with a turnaround time of 24 hours or less. ArticleReach, a new unmediated direct-to-user electronic article delivery system, is currently in a beta test mode among several Association of Research Libraries institutions.

Finally, WSU is a member of the Center for Research Libraries, with access to a collection of more than four million volumes of rarely held primary research materials. This membership has greatly enhanced the research-level collections available to WSU scholars, particularly in terms of international newspapers, foreign doctoral dissertations, and area studies collections.

The provision of electronic information resources through membership in consortia

or other cooperative purchasing arrangements is increasingly important among U.S. libraries as a strategy for more broad access to resources using economies of scale. Strategic cooperative programs are a core component of the unit's collections and services.

The unit's collection development policy has for some years emphasized electronic resources, both to satisfy user demands for round-the-clock access and as a strategy to control costs in the current environment of upward spiraling journal inflation rates and declining purchasing power. Currently, nearly 60 percent of the libraries' \$5.9 million budget for collections supports acquisition of electronic resources.

Increasingly, active programs of library resource sharing provide access to collections that are not owned locally. Summit, a union catalog and borrowing service of the Orbis Cascade Alliance, efficiently provides books to WSU users from almost 30 academic libraries in Washington and Oregon. Interlibrary loan services increasingly deliver needed resources very quickly, often electronically to the desktop. Strategic library resource sharing is considered as local collecting decisions are made. Cooperative collection development to reduce costly duplication and expand the pool of available resources is important in all disciplines.

PERSONNEL AND MANAGEMENT

Although the University has protected the libraries from the worst effects of budgetary shortfalls over the past ten years, it has been impossible for the Pullman libraries to sustain either collections or staffing at their 1999 levels. Some of the methods used by the libraries to extend the effectiveness of its collections dollars are described elsewhere in this document. Nevertheless, with journal prices increasing by 7-10 percent or more annually for the past several years, typically less than the amount allocated by the University to cover journal inflation, and books and electronic resources likewise becoming more costly each year—and bearing in mind

the unit's commitment to provide excellent services and resources to users—reductions to the libraries' budget have generally had to be borne by personnel and operational budget lines. At the same time, salaries have not remained stagnant. Thus, while the libraries' allocation for personnel has increased by 14 percent over the past ten years, librarian and staff FTE has declined by 16 percent in the same period ([Exhibit 5-9](#)).

Careful evaluation and prioritization of position needs, as mentioned above, together with innovative uses of technology and constant re-evaluation and rationalization of procedures and the libraries' organizational structure, have gone a long way to mitigate the effect of these staffing reductions on services. For example, after a careful internal study, in 2005 the unit merged the Interlibrary Loan and Circulation units in Holland and Terrell Libraries, in recognition of the increasing commonality of the work done in those units. This merger both eliminated workflow redundancies and increased the flexibility and responsiveness of public services staff.

Staffing remains a concern, and with a new dean in place the unit is actively reevaluating strategic priorities and exploring new and creative ways to put available staffing funds to the most effective use.

Faculty, staff, and AP vacancies in the libraries are evaluated against the unit's strategic plan and a positions priorities list, which is revised yearly with input from all units. As an example, since the 1970s the number of cataloguing faculty had declined as more centralized services became available. In the last two years staff realized that the management of electronic resources, into which they put a very high proportion of the materials budget, had grown so complex that there was a need to hire a new person to ensure that users were able to get the full value from these resources. Thus when a faculty line came vacant a position was created. A few years back, staff redirected two faculty positions into library instruction

programs to meet the increased demand for information literacy classes. The unit engages in regular planning exercises to make sure it is prepared to meet the needs of the University by placing personnel resources where they are most needed.

The growth of the curriculum at Vancouver has led to enrichment of the instructional programs, including the creation of a new faculty librarian position to coordinate instruction efforts. All librarians in Vancouver are also involved with teaching various courses for the general education program, particularly in the digital technologies and cultures (DTC) department. The Tri-Cities campus is seeing a similar expansion, and librarians there are also involved in general education, teaching and learning, and the DTC course delivery. The new space at Riverpoint in Spokane has allowed for increased instructional offerings by faculty there.

Librarians are appointed as members of WSU faculty and are expected to participate actively in the University's instructional, research, and service programs. All privileges, obligations, and research responsibilities of faculty are inherent in such membership. Librarians are ranked in grades 2, 3, and 4, equivalent to the academic ranks of assistant professor, associate professor, and professor. An ALA (American Library Association) accredited master's degree in library/information science is required of all hired librarians as well as qualifications specific to each position. All faculty and staff position descriptions include clear definitions of responsibilities and are updated regularly, usually as part of the annual review process.

Research/scholarly/creative and professional activities and accomplishments are required of WSU librarians for promotion and tenure. Requirements are detailed in the Library Faculty Handbook ([Exhibit 5-10](#)). Almost all WSU librarians have annual appointments, and they are provided with time for these activities. Institutional funds to support professional travel and research

are limited and are used to maximize professional growth. Untenured library faculty typically receive slightly more institutional financial support than their tenured colleagues do.

The unit is also deeply committed to the continual education of the staff. Library work changes so rapidly and is so technical that no one can survive using only the skills she or he brought to the job; constant retraining is essential. Among the tools employed to provide this to all personnel are weekly “learning breaks” on all aspects of library resources and their management, open to all employees; e-mailed professional travel reports, sharing what staff learn when away at conferences and workshops; use of Sharepoint and wikis to exchange information and discuss issues; regular minutes from the meetings of all the working groups around which operations are organized; a training team to work on connecting people and opportunities; and a libraries leadership development program. These opportunities are supported by the institution with release time and some funding.

The WSU Pullman Libraries are organized by function into units with specified missions: public service and outreach, including reference and instruction; systems and computing support; collections and technical services, including acquisitions, cataloguing, serials, and electronic resources; manuscripts, archives and special collections; access services, interlibrary loan, and circulation; and administration. In recognition of the continuing need for campus-wide service, representatives from the libraries serve on many university groups. Position descriptions and performance expectations are updated yearly to reflect the changing needs of the organization. The libraries have been experimenting with varying administrative structures to cut back on costs and free up faculty time for other necessary tasks.

Some years ago, the libraries went to a shared governance model. Working groups carry on much of the decision making and

policy setting in the libraries. Faculty and staff from all units and campuses serve on these groups and on special task forces and committees.

Library faculty serve on university, presidential, and Faculty Senate committees. The dean of libraries reports directly to the provost. Thus, WSU Libraries are an integral component of the educational and research mission of the University. The Faculty Senate library committee formulates and recommends policies concerning library support services and operations; reviews and recommends library budget allocations and needs in consultation with the Senate Budget Committee; consults with the dean of libraries and makes recommendations regarding related problems identified by the Senate or the university community; reviews and recommends library services and performance; and reviews proposed degree programs for adequacy of library holdings and services. In 2006, the Faculty Senate executive committee asked the Faculty Senate library committee for information on the current and projected situation in the libraries. The Faculty Senate library committee worked with the director of libraries and the libraries’ director’s advisory council to compile a report on the libraries’ environment, current state, and future in ten functional areas: access, demographics, digital collections, economics, facilities, information resources, library instruction, reference and liaison, state of the Libraries, and technology planning ([Exhibit 5-11](#)).

PLANNING AND EVALUATION

The WSU Libraries’ planning processes involve library users, employees, faculty, and administrators in library decisions through open campus-wide discussions on university goals and priorities, review of program proposals that impact library services and collections, and Faculty Senate oversight of library support and needs. Additionally, the unit employs nationally normed evaluative instruments to provide information needed for effective planning.

With the arrival of a new dean late in 2007, the libraries began updating their strategic plan to incorporate WSU's revised goals, designated areas of preeminence, and program reprioritization, along with information from the extensive report compiled by the Faculty Senate library committee and libraries personnel for the Faculty Senate in March 2007, results from the accreditation process, and other initiatives. The libraries' strategic plan is directly tied to that of the University and addresses issues of significance in academic libraries, such as finding the best ways to present and preserve electronic content; striking a balance with traditional print resources; expanding access to unique archival collections and unpublished scholarly data; reaching out to the non-academic community; rethinking ownership; increasing information literacy and lifelong learning; and ensuring that library employees have the skills to do their jobs.

The WSU Libraries are very active in assessment efforts. A major initiative is LibQUAL+, a nationally normed survey of user satisfaction with several aspects of library services. The results from four iterations of this instrument have been applied over the past several years to introduce new services or improve existing ones. Among such improvements are library instruction and other training programs for university staff, digital reference service, and longer open hours for some facilities. The unit has also taken part in Project SAILS, specifically for information literacy assessment, and in WOREP, for assessing reference services. Staff have completed various local assessment projects, including surveys and series of focus groups with undergraduate students. The focus group project is currently being repeated with graduate student populations. Students are regularly asked to evaluate library instruction classes to make sure they are meeting their needs. The results of usability tests conducted by the libraries informed the design and implementation of the unit's new online catalog interface in 2007. An assessment working group pro-

vides guidance and oversight for the evaluation of all resources and services. In 2007, the libraries created a data officer position to handle statistics, benchmarks, reports, data collection and analysis, and ways to make the best use of the information the unit has. Data gleaned from assessments and evaluations is systematically put to use improving library and information resources and services throughout the WSU system.

SUMMARY

The strengths of the WSU libraries lie in their commitment to users; excellent instructional and information literacy services; national leadership in digitization projects (including the scholarly resources in the Research Exchange and unique materials from the Manuscripts, Archives, and Special Collections); and dedicated employees who are eager to learn and apply new skills to meet new needs. The unit's faculty are active in Freshman Focus and other campus outreach efforts, as well as being in close touch with teaching departments regarding their continuing—and changing—needs and emphases. The libraries are also very active in highly beneficial consortial arrangements and are leaders in changing practices to open collections state- and region-wide to greater sharing. Assessment, planning, and benchmarking are part of the libraries' institutional culture, along with training to meet developing needs. The unit's physical plant is adequate and the libraries have been successful in revamping spaces to address changes in student needs and pedagogical practice. Computers were updated throughout the Pullman libraries in 2007, and the goal is to maintain a three-year replacement cycle; currently the regional campuses are on a four-to-five year cycle.

Like other academic libraries, WSU library faculty and staff work very hard to maintain collections and access to information in the face of high inflation. Budgets have been tight and inflation high, a situation shared with most peers. The libraries have been

able to maintain the collections and access to services essential to the University's mission and goals by taking creative approaches to resource acquisition and allocation. In the early 2000s, the unit began seriously addressing the increasing problem of coping with inflation and funding necessary for information resources both by aggressively leveraging consortial buying and by deliberately switching to electronic journals to increase access at the same time as money was saved on preservation costs. In 2007 the deans of the various colleges were unanimous in providing special support to cover serials inflation, indicating their recognition of the libraries' central role in the mission of the University. For several years the libraries have received 7 percent of the overhead from grants, and unit leaders are working with the administration on a funding formula that will ensure WSU students, faculty, and researchers have access to the materials and services they require in this age of information. The libraries' ultimate aim is to provide the high-level instruction and research support that will help move the University toward its goal.

INFORMATION RESOURCES

Computing and Telecommunications Environment

Technology initiatives at WSU have been driven by the university-wide vision in the IT strategic plan of creating a "seamless, integrated, intuitive university information environment."

As a first step, the University implemented Active Directory services as the underpinning technology to provide a homogeneous authentication and authorization environment. In tandem, the University embarked on providing seamless and unified access to many of its online services through the myWSU portal.

Building on these initiatives, the Connect! project has unified e-mail and calendaring services for the entire Univer-

sity community. Using Microsoft Exchange Services as the core platform for these services, the University has positioned itself well to take advantage of future and emerging collaborative and communications technologies.

Management, Staffing, and Organization

Management of information resources and information technology is both centralized and distributed. The Information Technology Services department (ITS) and Academic Media Services (AMS) in Pullman have responsibility for central services and systems. Similarly, ITS departments at WSU Spokane, WSU Tri Cities, and WSU Vancouver are responsible for the management of technology at their respective campuses as well as for collaborating with WSU Pullman ITS and AMS to locally support university-wide central services and AMS classrooms. Colleges and administrative units participate in the management of information technology through their own computing support units and provide desktop support, applications consulting, and local area network planning and administration in their respective areas.

Centralized information technology resources and services include the backbone network, Internet connectivity, and the telephone switch, as well as central administrative systems and production support for those systems. These services are provided for the university system from Pullman. General use systems and servers such as those used for e-mail, newsgroups, Web

Figure 5-1
WSU ITS and AMS Staffing

	ITS	AMS
Pullman	122	33.35
Spokane	9	8
Tri-Cities	4.5	3
Vancouver	9.5	3
Totals	145	47.35

access, and scheduling software as well as open-access student computing labs, general university classroom support, and videoconferencing system support are provided to a greater or lesser degree by local staff at all the WSU campuses.

The technology support staff at all locations are systems and programming professionals and civil service staff with the skills and abilities to maintain the variety and complexity of systems, networks, operations, and customer support services of a major research institution. Professional development is provided to maintain and upgrade skills to keep pace with changing and emerging technologies.

Backbone Network, Internet Connectivity, and Telephone

At the main Pullman campus, WSU's connection to the Internet consists of an OC-12 (920Mbps) circuit to the Pacific Northwest Gigapop (PNWGP) in Seattle. The Spokane, Tri-Cities, and Vancouver campuses have 100Mbps connections to the K-20 Network and the Internet. Furthermore, WSU is connected to the high-speed Internet-2 network for research purposes and is currently negotiating connections to the National Lambda Rail (NLR) network.

Telecommunications support includes several work groups that together, with colleagues at all the regional campuses, are responsible for the integrity and operation of central telephone and network services. The design group works on communications infrastructure design in minor and major capital projects to assure compliance with WSU, state of Washington, and telecommunications industry policies, standards, and codes.

The Network Systems Group designs and plans the WSU data network for the WSU system, including capacity planning, connection to Internet service providers, troubleshooting problems, and remote access servers. The telecommunications support group installs and maintains voice and



data services and equipment, programs the telephone switch, provides system diagnostic services in coordination with vendors such as Verizon and Sprint, conducts project control activities, and maintains cable usage records. The work order management group handles customer account records and billing, researches and resolves billing errors, and tracks and accounts for specialized telecommunication services such as conference calling.

Network Services, Servers, and Platform Support

WSU's central network environment in Pullman provides services supported on about 200 servers running either the Unix or Windows operating systems. Security is provided by firewalls at the border and by a firewall dedicated to the data center. WSU campuses at Spokane, Tri-Cities, and Vancouver each support a network operations center. Security is provided by border firewall devices.

The ITS department conducts performance monitoring, capacity planning, system tuning, and configuration planning. Colleges and administrative areas each administer their own local area networks used for file servers, Web servers, and database servers in both administrative offices and instructional labs.

Administrative Computing

An operations group within ITS in Pullman manages these resources. Other responsibilities of this group include performance monitoring, recovery support, tape management, printing services, and optical scanning services. A production support group assists with application development and maintenance activities by providing and maintaining common tools and utilities, coordination conversion activities that might affect production systems, oversight of JCL standards, and system administration for a variety of security and system management packages. WSU's administrative systems fall into the following clusters: payroll/personnel, financial aid, general accounting, fixed assets, physical plant, auxiliary systems, and student systems.

Research Computing

The information technology infrastructure is intended to support research by providing network services and capacity, facilities, specialized hardware and software, and technical expertise to faculty, graduate, and undergraduate researchers.

The strategic plan requires enhanced research and graduate education. WSU plans to provide the connectivity resources needed to support that effort. In addition to the existing connectivity to Internet-2, the University is moving ahead with plans to provide high-speed connectivity to Pullman with existing fiber between Spokane, Washington, and Boise, Idaho, and to the Vancouver campus with existing fiber in Portland, Oregon. The high bandwidth project will allow WSU to connect to the National

Lambda Rail (Figure 5-2). Installations are planned for Pullman and the Spokane Riverpoint campuses in fall 2008.

Benefits in support of WSU's strategic plan include expanded research in such fields as chemistry, radio engineering, plant genomics, biotechnology and bioinformatics, and in the recruitment of research faculty. Supercomputing applications will appear quickly once high-speed bandwidth is available.

WSU has several high performance computer clusters used for research. These clusters of various configurations are located in the shock physics, electrical/mechanical engineering (EME), mechanical and material engineering (MME), horticulture, math, chemistry, and physics departments. The Institute for Shock Physics and EME have clusters running in excess of one teraflop, which qualifies them for reporting in the 2007 National Science Foundation Computing and Network Capacity Survey.

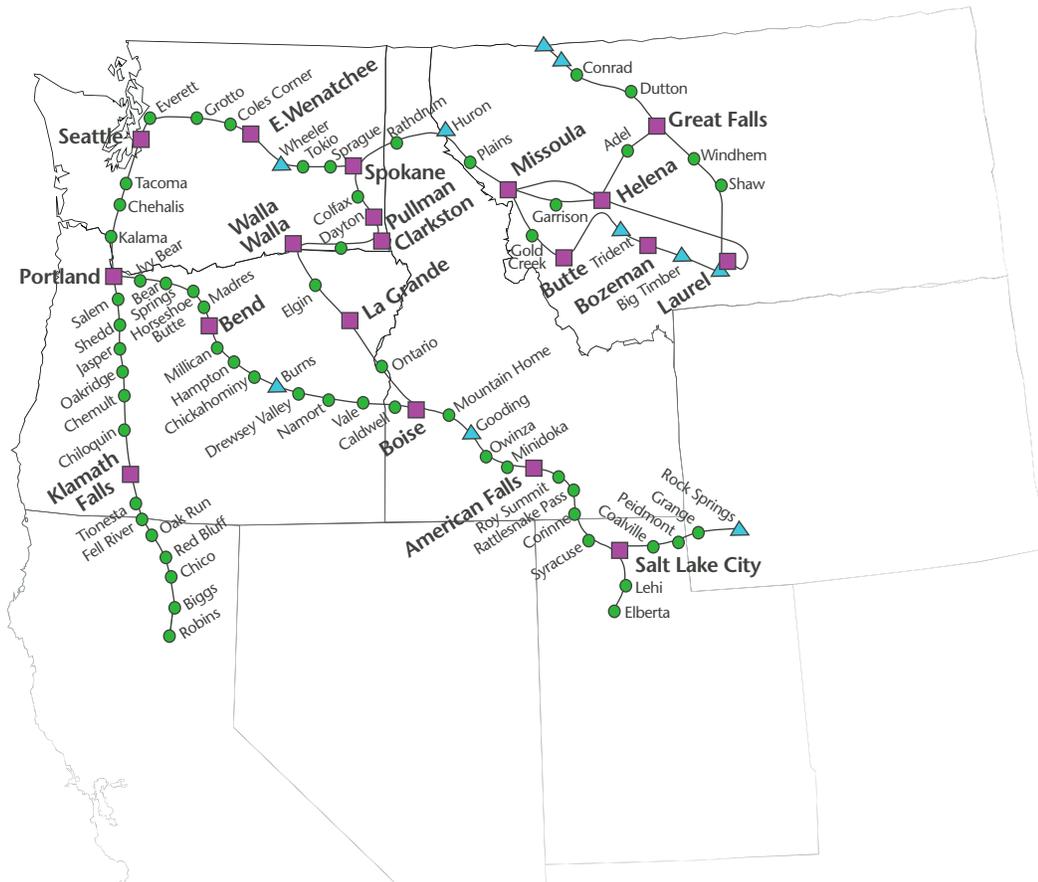
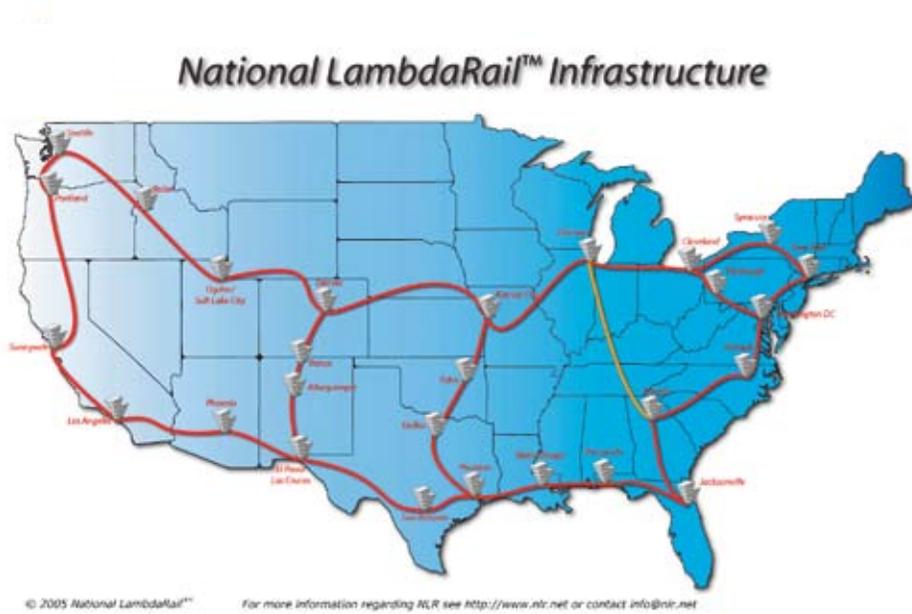
The Office of Research is sponsoring initiatives that will result in the installation of supercomputers on the Pullman and Spokane campuses. In support of high-speed connectivity and the supercomputing initiative, Information Technology Services has identified benchmarks that will measure WSU's progress in the acquisition, deployment, and use of a high-speed optical network and supercomputers.

Funding is being sought to replace core business systems for student, finance, and human resources with a vendor solution to include a grants and contracts component, which will provide collaborative tools necessary for modern research, interdisciplinary, and collaborative research.

Instructional Technology and Faculty Computing

As anticipated, the growth of instructional use of technology has been explosive. The Office of Undergraduate Education, Center for Distance and Professional

**Figure 5-2
National LambdaRail™ Infrastructure**



Education, Educational and Public Media, the Libraries, and Information Systems are working jointly to create integrated access to online learning environments. The implementation of Active Directory, Microsoft Exchange services, Outlook, SharePoint services, and myWSU portal have enhanced Information Technology Services' ability to provide personal, class, and departmental spaces in support of instruction. WSU's portal, myWSU, provides access to online resources for students to access classes, grades, financial information, news, notices, personal sites, and more to make the learning environment come closer to meeting the expectations of increasingly technology savvy students.

The Center for Teaching, Learning and Technology (CTLT) provides online learning resources, course design, and learning assessment consulting to individual faculty and academic programs. In 1999 WSU was beginning to use a homegrown Internet application to meet some of the functions now met with commercially available Learning Management Systems (LMS). Over the course of the last decade those experiments have matured and the WSU system began using two industry standards: WebCT and Blackboard. Course spaces are created via online faculty request, enrollment is managed via integration with the registrar, and sign-on is managed by active directory. WSU has sought to improve the user experience by integrating all online learning resources more closely with the myWSU portal.

Faculty use of the LMS tools has matured, as has the ability to support faculty in course design, resulting in a rich mix-and-match environment where faculty combine the course management systems with other resources. Examples include: campus-based courses that have online quizzes; video conference-based courses that use the software to exchange course documents and homework; and distance courses that use the software as a delivery platform.

WSU Learning Management Systems: A Case for Change

The current situation of learning management systems (LMS) at WSU is evolving. The Pullman campus uses one LMS, WebCT, while the College of Nursing and regional campuses uses another, Blackboard Academic Suite.

The LMS taskforce, appointed by the chief information officer in February 2008, is investigating LMS solutions that include Blackboard, other vendor products, and open source. The objective is to recommend an LMS that will enhance options for improving the student online experience, provide for integration of new technologies (e.g., Web 2.0, podcasting, iTunes University for the storage and delivery of content), and potentially a more attractive cost picture (including conversion, training, and IT costs).

An increasingly complex WSU LMS environment needs simplification. WSU students take courses through DDP, AMS, online, and in person on a particular campus, sometimes all in one semester. WSU faculty teach via the Distance Degree Program, via AMS video conferencing, and on campus in classrooms. Any LMS solution should appear to the user as a single interface.

As the taskforce undertakes its deliberations, it will be gathering input from a wide variety of sources. These will include the faculty, students, and IT staff at each campus. The taskforce will review reports from other universities which have successfully implemented various LMS solutions and will conduct a review of current LMS research.

In addition to learning management systems, WSU supports other online learning resources. Early in this accreditation period, these included the Online Writing Lab, an extension of the Pullman campus-based writing lab; faculty Web sites; and University-sponsored e-mail. These resources have expanded to include a University wiki, blogs, and most recently electronic

portfolios. Use of electronic portfolio tools has expanded beyond the student. The tools are beginning to be used by faculty in their personal scholarship of teaching and learning and by academic programs to document work toward achieving program-wide improvements in learning outcomes.

Today, as was the case in the 1999 accreditation report, replacing and updating computer equipment on a regular basis and providing adequate training and support remain a concern. Nearly 100 percent of faculty use University-owned desktop computers. Virtually all faculty members consider the use of computers essential in their research and teaching, and require students to use computers in their classes. For example, the number of class sections delivering electronic classes and facilitated by the Center for Teaching, Learning, and Technology has increased from 33 in 2001 to well over 1,000 in 2006. During the period of this self-study, the distance degree course offerings have converted from video/correspondence delivery to interactive online offerings. The regional campuses and the distance degree program were offering 1,300 electronic courses in the spring of 2008.

Student Computing

Service and support for student computing in Pullman is largely provided by Student Computing Services (SCS), a unit within central Information Technology Service. SCS provides general access computing labs, training, and student technology support through ResNet and Helpdesk support, all with two staff members and more than 120 WSU student employees. Students working in SCS have the rare opportunity to obtain experience as managers, leads, coordinators, and system administrators, experience that employers who hire them upon graduation highly value. Cyber ethics are taught as an integral part of some courses (e.g., computer science and College of Business). SCS student employees certify to the appropriate use of computer-based information

(sensitive university data and downloads) and equipment.

SCS in Pullman has six on-campus computing labs with extended hours during the school year (one lab is open from 7:00 a.m. to 2:00 a.m.). These technology labs serve as academic and social meeting hubs, provide high-quality locations for training, and provide convenient technical support for students. In addition to computers, a variety of technology resources such as digital cameras, digital camcorders, scanners, video editing stations, and both black-and-white and color laser printing are available.

The ResNet program provides 10mbit connections to all 4,600 students living in WSU Pullman's 18 residence halls. All students have at least one device connected to the network. Work over the years by ITS Security and SCS has kept the WSU network clean of viruses and peer-to-peer file sharing. Through a combination of education and proactive efforts, WSU only had 25 DMCA violations during the 2006-07 school year, fewer than many universities receive in a day.

SCS offers technology training and documentation to the students on the Pullman campus, beginning with summer orientation.

Until fall 2007, SCS ran the WSU Student Helpdesk, providing technical support geared specifically to the 16,000 students of WSU Pullman. The Student Helpdesk also provided first click support for the Center for Teaching, Learning, and Technology (CTLT) WebCT/Blackboard application; Distance Degree Program (DDP) Blackboard; myWSU portal; and helpdesk@wsu.edu e-mail.

Starting in fall 2007, the WSU Student Helpdesk began merging with the faculty and staff support at WSU to provide unified support to the WSU system. The current unified helpdesk is open 8:00 a.m. to 5:00 p.m. on weekdays, with limited evening/weekend support for WSU's online learning management systems. In 2007, the model

of SCS was duplicated by WSU Vancouver. The Pullman and Vancouver departments meet yearly to collaborate and support the student employee model.

Academic Videoconferencing

WSU has two videoconference networks to accommodate the ever-increasing demand for distance communication. Academic Media Services' videoconferencing and distance technologies serve the mission of WSU by facilitating delivery of academic courses and programs. AMS utilizes state-of-the-art technology to deliver WSU academic programs worldwide. The Washington Educational Conferencing Network (WECN) facilitates meetings, research projects, and other business functions to the dispersed entities of the University across the state. The technology also has the capability of reaching other institutions and entities in the state, throughout the nation, and to sites globally. Since its inception, the technology has undergone considerable evolution and has remained state-of-the-art, often functioning as beta tests for private vendors.

Technology in General University Classrooms

The 132 general university classrooms located in Pullman are designed to facilitate the teaching and learning needs of the faculty and students. Most are equipped with media-rich technologies allowing faculty to access a variety of materials.

Currently 106 (80 percent) of classrooms on the Pullman campus are connected to the centralized content distribution system and offer full media access to computers, Internet, and media. With funds available through the capital planning process, 23 classrooms will be upgraded during the 2007-09 biennium.

Similarly, all general classrooms at the Spokane, Tri-Cities, and Vancouver campuses are equipped with state-of-the-art instructional technologies. Classroom support staff

and designers at all locations keep abreast of technological developments and consult with faculty to identify new needs.

The provost's General University Classroom Committee monitors and evaluates room usage and adjusts spaces available to accommodate campus enrollment growth and maximize utilization.

GROWTH IN TEACHING LABS AT WSU

Campuses, colleges, and departments operate a number of teaching computer labs (Figure 5-3). These facilities vary from state-of-the-art to basic configurations.

Of the nearly 10,300 computers owned by WSU in 2007, 1,921 or nearly 20 percent, are exclusively available to undergraduate and graduate students in teaching labs. An additional number of computers are used in research labs maintained by faculty and available only to lab personnel or for approved student research. Depending on requirements, teaching labs provide additional tools such as printers and scanners, business and specialized software, portable laptop carts, integrated multimedia presen-



tation podiums, document cameras, read/write DVDs, and high-definition monitors.

In addition to teaching labs, the six libraries on the Pullman campus provide 260 desktop computers for students as well as the general public. Student Computing Services (SCS) coordinates access to technology for students on the Pullman campus. SCS offers six technology labs to students containing 181 computers. Similarly, WSU Spokane has two open labs, WSU Tri-Cities has one open lab, and WSU Vancouver has three open labs.

BROADCAST OPERATIONS

Educational and Public Media (EPM) has roots in a 1908 laboratory wireless project in the Department of Mechanical Engineering that became what is now KWSU-AM in 1922. Initially focused on communication engineering, the early radio station became the University's external presence—devoted to the art of communication and public service. The original 1922 mission statement was crafted by the director of extension, so outreach has always been at the core of the broadcast services and the 15 stations now have an audience of 50 million user-hours each year. It has, however, also served the academic mission of the University. Edward R. Murrow's first use of a microphone was at the station in the 1920s. Students have been a part of the operation ever since.

The technology expertise resident in the broadcast services helped to interconnect its three then-emerging regional campuses with videoconferencing technologies in the late 1980s. Today, the same administrative and technology platform manages broadcasting, videoconferencing, and classroom technology areas.

In 2009, EPM will complete a state-of-the-art digital HD television studio per FCC requirements, and will upgrade to HD digital signals for radio and television.

SUMMARY

Accomplishments

INFORMATION TECHNOLOGY STRATEGIC PLAN

The Information Technology Strategic Plan, developed in 2003 and last updated in May 2007, is intended to serve as a guide to help support the mission, vision, and goals of the University ([Exhibit 5-12](#)).

With a commitment to realizing WSU's vision and mission, the vision for information technology and services at WSU is simply stated: "A seamless, integrated, intuitive university information environment."

The IT strategic plan is supported by benchmarks that attempt to measure successful plan implementation and to provide a mechanism for plan and benchmark revision as the environment changes. With the arrival of a new vice president for information services and chief information officer in August 2007, the plan and benchmarks will be reviewed and revised beginning in 2008. The CIO has identified four strategic priorities that will be reflected in the revised strategic plan and supporting benchmarks: (1) high-speed network connectivity to the National Lambda Rail (NLR); (2) a super-computing facility at a WSU campus; (3) new business systems (core systems) for student, financial, and human resources systems, and in support of teaching and research; and (4) outstanding IT Services help desk support on the Pullman campus. Priorities one through three are already supported by benchmarks and IT Services is working on standards and potential benchmarks for priority four.

With the University's strategic plan and the IT strategic plan as guides, the IT Portfolio (a requirement of the Department of Information Services, state of Washington) reflects central information technology priorities ([Exhibit 5-13](#)). The IT Portfolio provides a central reference

Figure 5-3
WSU Teaching Computer Labs

Unit	Number of Labs	Number of Computers
College of Agricultural, Human, and Natural Resource Sciences (includes Extension and Learning Centers)	9	301
College of Business	13	173
College of Liberal Arts	34	291
College of Education	7	82
College of Engineering and Architecture	21	335
School of Pharmacy	3	24
College of Sciences	22	262
College of Veterinary Medicine	11	94
WSU Spokane	6	54
College of Nursing	3	45
WSU Vancouver	7	157
WSU Tri-Cities	5	103
Totals	141	1921

to information systems investments and activities across WSU.

WIRELESS, BANDWIDTH/BACKBONE SPEEDS, GIGABIT STANDARD FOR NEW BUILDINGS

WSU has adjusted its design standards for new buildings as technology advances and now supports gigabit speeds to 100 percent of the telecommunication jacks in new buildings and major remodels. All new buildings are fed from the backbone at gigabit speeds.

MIGRATION FROM ISDN TO IP TECHNOLOGY FOR VIDEOCONFERENCING DELIVERY

WSU has relied on ISDN (integrated services digital network) technology over dedicated circuits provided by the state's K-20 telecommunication system to meet its academic videoconferencing needs. This has been an exceedingly reliable technology, but is expensive and quickly becoming outmoded in terms of industry standards.

The advances in videoconferencing technology, as well as expense, precipitated a movement to shared IP (internet protocol)

circuits. This transition has allowed the incorporation of upgrades and enhancements that have benefited the users, allowing higher-resolution graphics and the ability to connect, at little or no extra cost, to a much broader range of endpoints.

PROFESSIONAL DEVELOPMENT FOR IT PROFESSIONALS

WSU has contracted for university-wide access for all employees and students to Skillsoft. All members of the WSU community can take online courses relevant to their professional areas, including computing. Access to Skillsoft is a result of University-wide strategic planning for IT.

INFORMATION SECURITY

The Department of Information Technology Services (ITS) and the University Advisory Committee for Computing and Telecommunications (UACCT) jointly developed and implemented an Information Security Program that promotes a secure technology environment for the students, faculty, and staff of WSU. The Information Security

Program is detailed in the IT Security Plan, which outlines the WSU policies, procedures, and practices necessary to: (1) protect the confidentiality, integrity, and availability of critical WSU information; (2) protect WSU computing and network resources from unauthorized use and from accidental or intentional damage, destruction, or loss, and; (3) to satisfy the appropriate federal and state regulations, standards, and policies dealing with information security and privacy that are appropriate in a university environment. Included in this plan are WSU policies, procedures, and practices in the areas of personal security; physical security; data and access security; network and telecommunications security; the protection of copyrighted material; and IT security and general security awareness training.

An audit of WSU's information security program and plan, last completed by the Washington state auditor January 1, 2007, found that WSU has complied, in all material respects, with the ISB Information Technology Security Policy and Standards.

Challenges

REPLACE CORE COMPUTER SYSTEMS— PHASE I, STUDENT SYSTEMS

This initiative is considered urgent by the academic and administrative areas and will be a top priority for the University.

A request has been sent to the Office of Financial Management (OFM), State of Washington requesting legislative funding for a core student systems replacement project for the 2009-11 biennium. In the interim, an RFP for a feasibility study has been issued. The feasibility study will prepare WSU for the core student systems replacement project. If funded, this project would begin in July 2009 with full implementation within 18-24 months. Phase II for financial and human resources core computer systems replacement will follow implementation of the student systems, depending on funding by the legislature.

Current student core computer systems, as well as payroll, human resources, and financial systems, are 1970s technology and are no longer able to provide the level of service required to serve students, faculty, staff, support personnel, the public, and the State of Washington. These systems require an extraordinary amount of maintenance and reprogramming compared to modern systems. For example, WSU has more than 50 external systems, most of which have been developed in-house and which are linked to student systems. The archaic nature of the core student systems places them at risk for a prolonged period of shutdown in the event of an emergency or a disaster.

WSU proposes a replacement system that is "standards-based," meaning it is a system that will interoperate with other systems such as SAP, Oracle, and Sunguard/Banner. Once completed, this will be a system that serves the needs of students, WSU, and state government for decades to come.

New core systems are a combination of new enterprise computing software and business practices working together to perform university functions. These new core systems are a software suite that contains products designed to integrate data and business functions across campuses, colleges, departments, and offices. Once implemented, this suite will affect everyone associated with the University and will make data management more accurate, convenient, and easier to access.

The new system will be implemented with a strong focus on business process improvement, organizational and cultural change management, risk management, project and budget accountability, and the efficient use of funds.

PULLMAN DATA CENTER RECONFIGURATION

In 2008-09 the Pullman data center will be reconfigured to meet data center best practices that include electrical and cooling design and distribution, server configura-

tion, server virtualization, support for super computers, and connectivity to the National Lambda Rail (NLR) research network.

DISASTER RECOVERY

IT Services is updating its disaster recovery/business resumption and continuity of operations plans. Areas addressed include emergency response problem escalation, recovery operations, first alert procedures, plan validation and testing, and training. A major effort will be focused on off-site connectivity, co-location, and security. This effort will be critical for backup and recovery operations when new core computer systems are operational.

MOBILE DEVICE ACCESS AND UNIFIED COMMUNICATIONS

As technology advances, WSU students and employees are asking for access to the wireless data network from their mobile devices. WSU needs to adapt its requirements for access to the wireless system to support these new devices; and needs to develop mechanisms to keep current with industry advances.

The WSU telephone system is old and aging. The voice mail system will soon lose support from the manufacturer. WSU needs to refresh its voice services and to support current technologies such as unified messaging.

WIRELESS PROJECT FOR THE PULLMAN CAMPUS

In summer 2008, WSU Information Technology Services began preparing to deploy the next phase of its mobile technology by deploying an extensive next-generation wireless network across the Pullman campus. The project will address demands of the growing mobile user base by deploying the most current Cisco 802.11n wireless technology.

Wireless service on the Pullman campus is currently provided by older technology across the core campus and some outlying

areas. As a result, many locations on the Pullman campus have spotty wireless connectivity, poor performance, or no connectivity at all. The Cisco 802.11n project will provide wireless service in 100 percent of major academic, research, and administrative buildings, and in the majority of open areas on the Pullman campus. Residence hall coverage will be provided through a joint partnership project with the Office of Business and Finance.

NETWORK MANAGEMENT

As the number of applications run on the WSU data network increases, the challenge of network management increases. A consistent approach must be developed so that video conferencing and IP telephony can be supported at a high quality of service for all campuses. This will require a consistent level of support at all locations and may require standardization of equipment across campuses. It may also require that additional staffing resources be assigned to the management of the network or that additional training is undertaken.

REPLACEMENT OF VIDEO CONTENT DISTRIBUTION SYSTEM

Video distribution to classes is done over an analog fiber connection that serves just 21 buildings on the Pullman campus. No such distribution is available to other buildings or to the non-Pullman campuses. A proposal has been submitted that would modernize the control system, extend video distribution to all WSU locations, and transition to a file-based technology rather than the wide variety of physical media now in use by faculty.

SECURING UNIVERSITY DATA, PROCESSES, AND NETWORK

WSU must ensure data, processes, and network transmissions are secure. Executive Policy 8 of University Data Policies provides appropriate restrictions and establishes re-

quirements for the management and protection of institutional data ([Exhibit 5-14](#)).

Under the leadership of senior administration and the data stewards, a taskforce is working with Information Technology Services and the IT security officer to identify

and secure confidential and sensitive University data held centrally or by departments. This includes electronic and paper formats, processes (e.g., unsecured FTP), and the transmission of these data over the university network.

EXHIBITS

Exhibit 5-1	Collection Development WSU Library Guidelines	Electronic
Exhibit 5-2	Collections and Services Assessment	Electronic
Exhibit 5-3	Library Use Statistics/Simplified Serials Decision Database	Electronic
Exhibit 5-4	Strategic Plan 2002 - 2007	Exhibit Room, Electronic
Exhibit 5-5	Six Learning Goals of the Baccalaureate	Volume II see Standard One, Exhibit Room, Electronic
Exhibit 5-6	WSU Library Policies	Electronic
Exhibit 5-7	Griffin Catalog	Electronic
Exhibit 5-8	Distance Degree Library Service	Electronic
Exhibit 5-9	Library Budget 10-Year Salary PBL Comparison	Electronic, Exhibit Room
Exhibit 5-10	Library Faculty Handbook	Exhibit Room, Electronic
Exhibit 5-11	FSLC Report March 2007	Exhibit Room, Electronic
Exhibit 5-12	Information Technology Strategic Plan (rev 2007)	Exhibit Room, Electronic
Exhibit 5-13	Information Technology Portfolio	Exhibit Room, Electronic
Exhibit 5-14	EP8 University Data Policies	Exhibit Room, Electronic

WEB SITES

Library Digital Collections	www.wsulibs.wsu.edu/holland/masc/imagedatabases.htm
Northwest Digital Archives	http://nwda.wsulibs.wsu.edu/

ADDITIONAL WEB SITES

Library Hours, Locations, and Contact Information	Exhibit Room, Electronic
Library Services	Exhibit Room, Electronic
Statistics on Library Collection	Exhibit Room, Electronic
Professional Vitae	Exhibit Room, Electronic
Library System Master Plan	Exhibit Room, Electronic

Standard Six



GOVERNANCE AND ADMINISTRATION

STANDARD SIX

Governance and Administration

GOVERNANCE SYSTEM

The laws establishing WSU vest a 10-member board of regents, appointed by the governor and confirmed by the state senate, with the overall and final authority for governance of the University ([Exhibit 6-1](#)). The board holds broad responsibilities for the University's financial and physical operations, academic programs, student affairs, and human resources. The linkage between the University's governance structure and its mission and goals is defined by the board's bylaws (<http://regents.wsu.edu/bylaws>).

The board appoints the president to serve as the chief executive officer of the University. The president is responsible directly to the board for the organization and management of all the affairs of the University except those which by law, regents bylaws, or other orders of the board are the specific responsibility of other individuals or bodies. As stated in the Board of Regents bylaws, the president has delegated authority from the board to appoint the provost, vice presidents, deans, chancellors, and other officers as may be necessary to carry out presidential responsibilities ([Exhibit 6-2](#)). All such officers are under the general supervision of and exercise such powers and duties as may be prescribed by the president.

The governance and especially the administration of WSU continue to evolve and change even at the current time. This evolution results from several factors, including growth of the newer campuses; university-wide and individual campus self-assessment and strategic planning; changing community and constituent needs; and evaluation and assessment by the state legislature, the Washington State Higher Education Coordinating Board, and the Washington State Institute for Public Policy.

The development and evolution of WSU as a multi-campus university have driven

significant changes in university governance and administration during the review period. A chronology of the evolution and development follows.

WSU as a Multi-Campus University

The original creation of the new campuses was motivated primarily by the realization that the state as a whole, and especially some regions, were underserved in access to baccalaureate and graduate education. Consequently the five new campuses (Spokane, Tri-Cities, and Vancouver for Washington State University; Bothell and Tacoma for the University of Washington) were charged with increasing the baccalaureate and graduate participation rates in their respective communities. Specifically they were instructed to address initially the needs of place-bound students. And they were prohibited from enrolling lower-division students for whom access via the community colleges was deemed adequate. Engrossed Substitute House Bill 1794 explicitly stated that the degree programs offered by these campuses should meet the needs of the local community. At the same time it was recognized that the role of the campuses extended beyond degree production. The Higher Education Coordinating Board expanded the purpose of the newer campuses by directing them to impact the economic, cultural, and social development of the communities that they served.

The local or regional focus of these campuses is somewhat anomalous for the two research universities which rightfully see themselves as serving the state as a whole, the nation, and the globe. Intense active involvement of a local community and its leaders in the planning, development, and functioning of the campus required a change in culture for a geographically isolated, flagship residential campus. At the

same time, it is apparent that influencing the local economic and cultural elements of these communities can be best accomplished if the local campus is integrated into the larger multifaceted university.

Prior to initiating its new campuses, WSU studied several multi-campus universities and conducted numerous focus groups to devise a set of principles by which the multi-campus university would be administered. These principles, approved by the Faculty Senate, are entitled “Original Principles of WSU Branch Campus System-1987” (Exhibit 6-3). Many of the original principles remain current and in effect. These include:

- The system will consist of one university, geographically dispersed, and governed by a single board of regents.
- The system will be administered by the president and members of the president’s staff on behalf of the board of regents. Included within the president’s staff are the Office of the Executive Vice President and Provost, the vice presidents, and the campus deans (the proposed title for the principal academic/administrative officer at each campus).
- Academic departments and units will be systemwide, with appointment, tenure, and promotion recommendations made by the department chair and academic dean in concert with the campus dean.
- The system will be represented administratively in each community by the campus dean, acting on behalf of the president.
- The system will be advised by campus advisory councils representative of diverse community interests and formally appointed by the president.
- The system will have a single faculty senate with representation of faculty from all campuses and locations.
- The system will be represented by a single alumni association with membership of graduates from all campuses.
- All degrees at all campuses will be conferred by Washington State University. No distinction will be made as to the campus at which course work is done. This principle is based upon an assumption of equivalent quality in course offerings, faculty qualifications, and admissions standards.
- Faculty members will be appointed to specific campuses but will be promoted and tenured within the system-wide academic unit to which they belong.
- Programs will be developed in response to community needs. For the first several years, programs will focus on the unique needs of each community. Specific attention will be given to providing programs for place-bound students until the demographics of the state require an expanded mission which includes service to traditional college age students at the upper-division level.
- Program planning will involve collaboration among the faculty/administration of the multi-campus system.
- Program quality is the primary responsibility of the appropriate academic unit(s).
- Campus budget administration is the responsibility of the campus dean.
- Budget requests will be separately identified by location for funding of program development and expansion. Expenditures for each of the campuses will be separately identified for reporting purposes.
- Budget requests for the branch campuses will include the costs of services provided for the benefit of the branch campuses. These include direct and indirect costs incurred in Pullman in support of the branch campuses. Budget policies and procedures must ensure that the Pullman campus is not draining funds from the branch campuses and that branch campuses are not draining funds from the Pullman campus.

Several things are implicit within the 1987 principles.

- All of the university campuses share a common mission but implement it in very different contexts.
- The need to address the overall university mission while meeting the needs of local communities implies shared decision-making far beyond the common notions of shared governance.
- With responsibility for academic programs invested in the typical academic structure (faculty senate, deans, and department chairs, most of whom are located on the flagship campus, but with knowledge of day-to-day faculty performance, budget, and community needs assessment located on the newer campuses, academic decisions must be made in concert. Similarly, while much efficiency can be found in not re-creating business functions on each campus, many business functions (such as capital development) have implications for the local campus. Consequently, the local campus must have an opportunity for input in at least some business functions.

The 1987 set of principles assumed that the administrative structure would apply similarly, if not identically, to all three of the newer campuses.

While many of the original principles are still applicable and are still in place, several things have changed. First, the newer campuses, especially Vancouver, have grown markedly from their inception in 1989. This growth has permitted development of on-campus administrative functions and structures beyond the campus dean. Second, it became apparent very quickly that the students who choose to pursue their education at the newer campuses are very different from the traditional, residential, campus-centered students who characterize the Pullman campus. They are very often part time, older, engaged with their communities

in a wide variety of ways, and bring those experiences and commitments to class with them. Their needs for student life or campus experiences are very different. Third, the local communities, and elements within them, are much more invested in, engaged with, and directive of the local campus than originally anticipated. Fourth, some of the original restrictions (place-bound students, upper division and graduate only) on these campuses have been lifted. Fifth, and most profoundly, the three newer campuses of WSU have each developed in very different ways, such that the administrative relations among them and with the flagship campus can no longer be assumed to be identical.

WSU Spokane shares responsibility for higher education access with Eastern Washington University and shares a campus with that regional comprehensive institution. It has developed in two major ways. As the urban campus closest to Pullman, it has served the purposes of professional and graduate programs originating on the flagship campus that need access to larger population centers. Design disciplines, College of Education graduate programs, communication disorders, and pharmacy have benefited from the clinical access and research partnerships that Spokane provides. Secondly, the Spokane campus has developed a major focus on health sciences. This focus has been augmented by merging the College of Nursing with the Spokane campus.

While **WSU Tri-Cities** has remained relatively small, it has found a partner for extensive and in-depth research efforts with the Pacific Northwest National Laboratory. It is also located in a portion of the state that has a sizeable and growing Hispanic population. As a consequence, this campus is developing strategies to serve the higher education needs of that group.

WSU Vancouver is located in a portion of the state that has a rapidly growing population. While Vancouver has two major community colleges, the WSU campus is the only opportunity (other than small opera-

tions by City University and the University of Phoenix) to pursue a baccalaureate or graduate degree in state. As a consequence, it has developed more broadly and more rapidly than the other two newer campuses. The economic development forces in this community are diverse but driven extensively by the trade sectors of semiconductor development and manufacturing. Working with the local community, this campus has focused its growth beyond the basic arts and sciences to (a) technology and its impacts; (b) professional and community leadership (with degree programs in business, education, nursing, public affairs, and early childhood development); and (c) environmental science and sustainability.

During the period from 2001 to 2007, several assessments and evaluations of the multi-campus system were conducted. Some were internal to WSU, some were independent studies conducted by the Washington State Institute for Public Policy or extensive hearings conducted by the state legislature. Some focused on individual campuses, while others assessed the statewide outcome of the original legislation that created branch campuses in 1989.

The first of these was initiated by then-President Rawlins in the fall of 2001. It requested comprehensive self studies by each of the three newer campuses. These were forwarded to a University-wide taskforce which ultimately made recommendations to the president and provost. That task force reaffirmed the principle of one University with a single mission, single set of academic standards, one University-wide faculty, and separate student bodies. It also reaffirmed the notion of shared administrative decision making and outlined several recommendations to help ensure the sharing of administrative decisions across the University. This process culminated in March 2003, with the WSU regents approving the following:

- **Governance and administration**
 - a. A committee of the Board of Regents will be established to consider issues and action items related to the Spokane, Tri-Cities, and Vancouver campuses.
 - b. One member of this committee will be assigned to each of these campuses and work directly with the president and campus executive officer (CEO) on governance matters related to the individual campuses.
 - c. The CEOs of each of these campuses will have a seat at each Board of Regents meeting, with all of the associated responsibilities and privileges.
 - d. The CEOs of the newer campuses shall be named “chancellors” and granted authority to administer these campuses under direction of the president and Board of Regents.
 - e. A president’s system council shall be established to deal with systemwide administrative, legislative, and planning issues. The president will serve as chair with the provost and chancellors as permanent members.
 - f. A provost’s system council, chaired by the provost and including appropriate vice provosts and the chancellors or their designees, will consider academic plans, programs, and issues for the WSU system.
 - g. A system council for administration and operations will be formed to consider issues in all other areas. This council will include all university vice presidents, the appropriate counterparts on each campus, and other officers as necessary.
- **Academic programs**

The primary criteria for approving and evaluating academic programs will be quality. Secondary criteria include

responsiveness to constituent needs and cost effectiveness. Accordingly, a general principle of academic administration and oversight is that the administrative structure will serve the purposes of the program. The flexibility implied in this principle includes the options that:

- a. Academic units, including programs, departments, schools, and colleges may be established and centered on any of the campuses in the WSU system.
- b. Academic program administrators may reside on any campus and have responsibility for programs on other campuses. More than one lead administrator may be appointed in the same discipline. Multiple departments or colleges in the same general area may be established on different campuses.
- c. Doctoral education will remain a systemwide responsibility and not a function of location. Residency requirements for degrees should refer to residence at any WSU location. The graduate faculty shall be systemwide and shall be responsible for the academic criteria and standards associated with graduate degrees.
- d. Academic programs and especially lower division course work at the WSU campuses shall be closely coordinated with other institutions, particularly with community colleges in the communities or regions where these campuses are centered.
- e. A systemwide administrator will be assigned responsibility for guiding the relationship between the various sources of academic credit within the WSU system, including course work on any campus, Distance Degree Program, learning centers, and other sources.

During that same time period, the Higher Education committees of the state House of

Representatives and the state Senate held hearings to evaluate the effectiveness of the 1988 legislation that created the branch campuses. These hearings led to formal requests of the Washington State Institute for Public Policy for detailed and independent assessments of the impact that these campuses were having on higher education and community advancement in the state.

These efforts led to legislation in 2004 (Substitute House Bill 2702) that amended the legislation that previously addressed **WSU Spokane** as a branch campus to read simply “Washington State University and Eastern Washington University shall collaborate with one another and with local community colleges in providing educational pathways and programs to the citizens of the Spokane area.” This change in the charge to WSU Spokane removed legislative direction to that campus and left WSU considerable latitude in how it approached the higher education needs of that community.

The 2004 legislation also required the Tri-Cities and Vancouver campuses to conduct in-depth self and community assessments. Based on the results of those assessments, they proposed adding responsibilities for lower-division education to the continued responsibilities to take transfer students from the community colleges. Subsequently Substitute House Bill 1794 in 2005 directed **WSU Vancouver** as follows: “In addition, beginning in the fall of 2006, the campus may admit lower-division students directly. By simultaneously admitting freshmen and sophomores, increasing transfer enrollment, co-admitting transfer students, and expanding graduate and professional programs, the campus shall develop into a four-year institution serving the southwest Washington region.”

This same legislation gave **WSU Tri-Cities** limited authority to admit lower-division students. Specifically, it permitted that campus to admit lower-division students into a biotechnology program and instructed the Higher Education Coordinating Board

and the campus to study the lower-division option further. Since WSU does not admit freshmen by major, the initial permission was not a viable option. Further deliberations and study resulted in a recommendation that the restriction to biotechnology be lifted. The legislature agreed and the Tri-Cities campus began admitting lower-division students in the fall of 2007.

The administrative structure that was put into place in 2003 remains intact. As recently as spring 2008 the role of the chancellors was reaffirmed as the chief executive and academic officers of the newer campuses. While the titles of some councils have been changed, they continue to function as vehicles to ensure that policy and procedure development and modification are conducted with input from all campuses. They also ensure that all campuses are informed of policies and procedures and that variations in implementation within different contexts is understood and agreed to ahead of time. The University Council, which meets monthly, is comprised of the president, all vice presidents, the executive director of planning and budget, the chancellors, the director of intercollegiate athletics, the director of internal audit, the assistant to the president (director of government relations), the executive assistant to the Board of Regents and president, and the executive assistant to the president. The Deans' Council is led by the provost and includes all university deans, vice chancellors for academic affairs, and vice provosts. The System Council for Administration and Operations functions as a set of sub-councils with representatives of all campuses that are designed to address more detailed policies and procedures. For example, the vice president for information technology meets routinely with unit and campus directors to develop common protocols and procedures that range from bandwidth expansion to human resource issues.

These councils have facilitated the growth and differentiation of the campuses

and accommodated the role changes of the newer campuses. For example, the addition of lower-division students to the Vancouver and Tri-Cities campuses necessitated the addition of a general education curriculum. With this addition in Vancouver, that campus developed a modified general education curriculum as a pilot project for potential changes in the general education curriculum for the entire university. Another example relates to the increasing role for academic directors on the Vancouver and Tri-Cities campuses. These are individuals with campus responsibilities for the academic programs within an academic college of the University. They function similarly to associate deans of those colleges and are responsible for curriculum, faculty affairs, and budget of their area on the campus.

This structure has also facilitated a major change in the role of the Spokane campus. The statutory changes in the role of the Spokane campus gave the University considerable flexibility in the administration and structure of that campus and in its relationship to Pullman. Because of the focus on health care for that campus, the Spokane chancellor has also been given the title of vice provost for health sciences. Since many academic programs in Spokane are continuations of ones that students begin in Pullman, faculty were often appointed both at Spokane and within their own departments and colleges on the Pullman campus. With the increased flexibility afforded the Spokane campus, the instructional budgets for that campus have been folded into the colleges and departments of the Pullman campus.

Assessment and evaluation of various university elements continue and have potential implications for the multi-campus administration. For example, as of this writing the University is engaged in a process of academic re-prioritization. Essentially this is a process of inventorying academic programs and evaluating their relevance to the University mission and strategic plans as

well as evaluating the resources necessary to continue or implement academic programs. This process includes all campuses and the outcome will likely have a major impact on campuses outside of Pullman. This process is one in which the whole university system may shift activities among campuses in ways that maximize efficiency and quality. For example, the College of Pharmacy envisions a more efficient and higher-quality program if it moves to Spokane and avails itself of the resources that have coalesced in that community. In this activity the University is engaged in academic planning as a complete university system rather than as individual campuses.

GOVERNING BOARD

Governing Board Structure and Composition

The structure and composition of the WSU Board of Regents are set out in state statute which provides for a 10-member governing board, one of whom is a student member. Board members are appointed by the governor and are confirmed by the state senate. Except for the student regent, they hold a six-year term of office from the first day of October and until the governor appoints a successor. If a mid-term vacancy occurs, the governor fills the vacancy for the remainder of the term and until the governor appoints a successor.

The student regent holds a one-year term. It begins on the first day of July and continues until the first day of the July the following year or until the governor appoints a successor. The student regent participates fully in the business of the board, except for in actions relating to the hiring, discipline, or tenure of faculty members and personnel (Exhibit 6-4).

The university president serves as the secretary of the board ex officio with no voting rights. Board secretary responsibilities include, but are not limited to, keeping a record of board proceedings and attesting

to all instruments requiring the signature of the board president (Exhibit 6-5).

Board membership includes broad representation from the state's citizenry, including business, education, and civic leaders. They are:

- Kenneth Alhadeff; Seattle; appointed 1996; term expires September 30, 2008 (Mr. Alhadeff is still currently serving)
- Scott E. Carson; Federal Way; appointed September 10, 2007; term expires September 30, 2013
- Harold A. Cochran; Walla Walla; appointed February 2007; term expires September 30, 2009
- Elizabeth A. Cowles; Spokane; appointed April 2000; term expires September 30, 2011
- Derick En Wezoh; Kennewick; appointed July 1, 2008; term expires June 30, 2009
- Francois X. Forgette; Tri-Cities; appointed May 2005; term expires September 30, 2013
- Laura M. Jennings; Seattle; appointed July 2005; term expires September 30, 2009
- Constance M. Niva; Everett; appointed June 2003; term expires September 30, 2008 (Ms. Niva is still currently serving)
- V. Rafael Stone; Seattle; appointed April 2000; term expires September 30, 2011
- Michael C. Worthy; Vancouver; appointed October 2006; term expires September 30, 2012

Profiles of each board member are available (Exhibit 6-6).

Governing Board Responsibilities, Powers, Duties, and Delegation of Authority

Board members are state officers subject to the Washington State Ethics in Public Service Act, Chapter 42.52, Revised Code of Washington. The Ethics in Public Service Act requires that state officers comply with

the various sections of the Act regulating Board member conduct with respect to conflicts of interest, limitations on assisting others in transactions involving the state, disclosure of confidential information, prohibitions against receiving and giving special privileges, restrictions on employment after public service, compensation for official duties, compensation for outside activities, limitations on accepting honoraria and gifts, prohibitions against using state resources for private gain, and prohibitions against using state resources for political activities (Exhibit 6-7).

The Washington State Executive Ethics Board (EEB) is charged with interpreting and enforcing the act through investigations, adjudication, and sanctions. The EEB's Web page (<http://ethics.wa.gov/index.htm>) includes training materials, advisory opinions interpreting the Act, and results of enforcement actions.

The regents' general powers and duties derive from state statute. Chapter 28B.30 RCW vests the regents with the overall and final authority for governance of the University and charges the regents with broad responsibilities for its financial and physical operations, academic programs, student affairs, and human resources (Exhibit 6-8). Specifically, an outline of the board's statutory duties may be found in RCW 28B.30.150. Further, under current law, for the FY07-09 biennium, the regents are authorized to increase tuition for resident undergraduate students up to 7 percent each year. They are also authorized to increase tuition by any amount for all other categories of students. The regents may increase student activity fees by percentages not to exceed the annual percentage increase in resident undergraduate tuition. However, in November of 2007, voters in the state of Washington approved Initiative 960, which requires that all new fees or fee increases receive legislative approval prior to enactment. This includes tuition, student activity fees, and special course fees. In addition to

the legislative approval, each state agency must project a ten-year impact of any fees or fee increases. WSU, like all other state agencies, is revising its internal processes and timelines to accommodate the I-960 requirements.

State statute also provides the regents with the authority to delegate to the president, or his designee, any of the powers and duties vested in them by law. Over time, the regents have delegated some of their powers and duties to the president or his designee (Exhibit 6-9 and 6-10).

Additionally, consistent with state statute, in 1997, the regents established bylaws for organizational purposes and to carry out their governance responsibilities. The regents' powers and duties are visible in the charges to the current board committees, which are contained within the bylaws. The committees are: executive committee; academic and student affairs committee; external affairs committee; and finance and audit committee (Exhibit 6-11). The board committees facilitate the business of the board, communicate with university administration, study issues of concern to the board and matters that are brought before the board, and provide recommendations to the board for approval. No committee may act for the board on matters requiring board action, except the executive committee, which may act on behalf of the board only in emergency situations.

Under the committee structure, the board's responsibilities include, but are not limited to the following:

- Annual evaluation of the president
- Periodic board self-assessment, including regular review of board bylaws
- Approval of the operating and capital budgets submitted to the state legislature
- Regular review of all matters related to the University's audit functions, including examination of audit reports and opportunities to meet with auditors both internal and external to the University

- Consistent review of academic policies, faculty and student affairs, and matters related to the external activities of the University.

Lastly, the regents participate in the strategic planning process, including ultimate approval of the University's strategic plan.

WASHINGTON STATE UNIVERSITY ORGANIZATION CHART

The organization and leadership transition charts on the following pages represent WSU's current organizational structure and history of leadership changes since 1999. Vice presidential positions in research; university relations; information services (and chief information officer); enrollment management; economic development and extension; and student affairs, equity, and diversity were added to provide focused leadership in areas of critical importance to the University. Vice presidential positions for administration and extended university affairs that existed in 1999 were eliminated and their responsibilities redistributed during the review period. The vice presidential title associated with the provost was changed from vice president of academic affairs to executive vice president to reflect an expanded role in the operation of the University in 2005. The titles of the vice president for university advancement and vice president for business affairs were changed to vice president for university development and vice president for business and finance, respectively.

In 2004, WSU was recognized nationally for its leadership in establishing a vice presidential position to lead its newly created Office of Equity and Diversity. This action was partly in response to a concern expressed in the 1999 NWCCU Evaluation Team Report. As programs offered by the Office of Equity and Diversity developed and matured, it was deemed advantageous to combine the Office of Student Affairs and the Office of Equity and Diversity to form the Division of

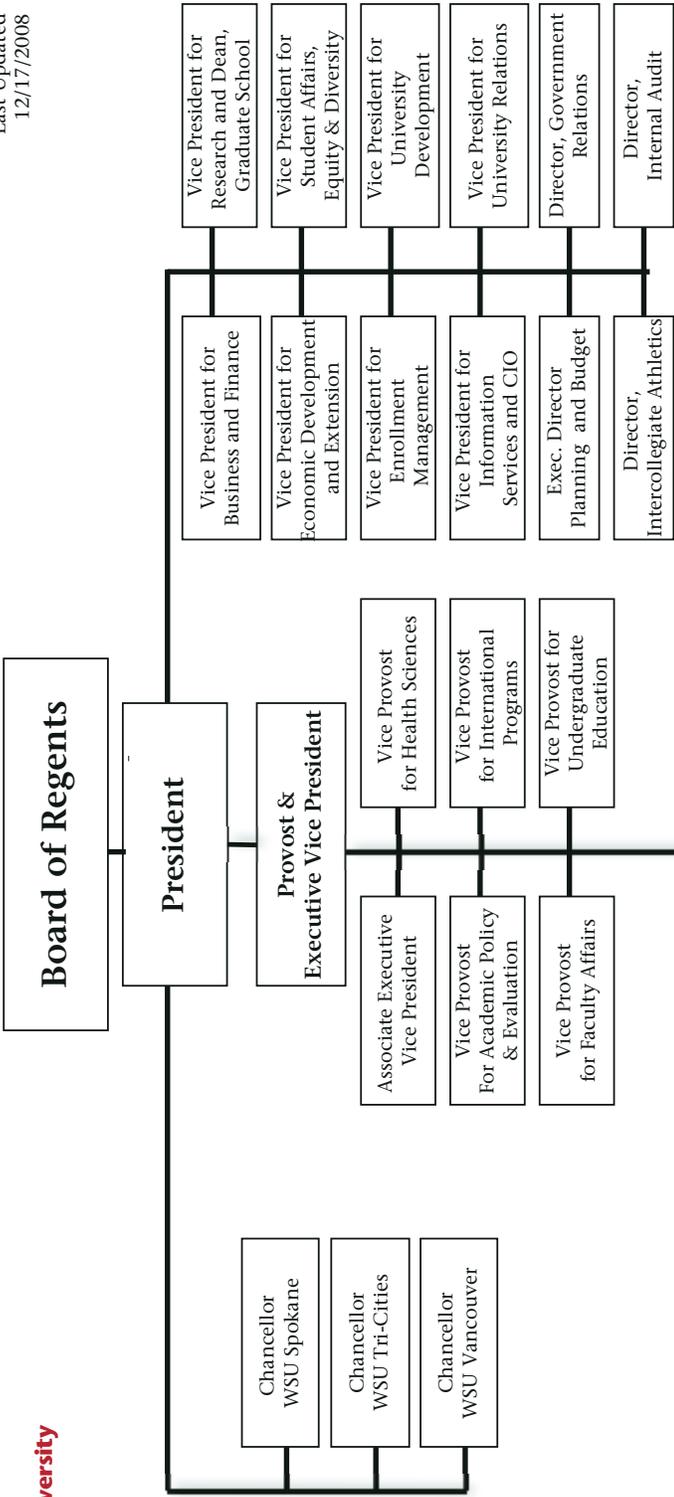
Student Affairs, Equity and Diversity under a single vice president. This was done in June 2007 by President Floyd "to improve efficiency and strengthen already outstanding service to students."

The primary leadership position on WSU's regional campuses has changed significantly during the review period as these campuses have grown and matured. In 2003, the title was changed from campus executive officer and dean to chancellor with a reporting line to the president rather than the provost. This change recognized the expanded responsibilities that chancellors have with regents and legislators, for fundraising, and within their communities. Vice chancellors have been added on each campus to handle academic program development and management and daily operations for the campus. Vice chancellors for academic affairs have become the primary point of contact between the campus and deans.

High provost turnover early in the review period was stabilized with the hiring of Robert Bates in 2002. Dr. Bates served as provost and academic vice president until summer 2005 and then as provost and executive vice president through June 2008. His title was changed when he took on additional responsibilities for the operation of the University to enable the president to focus more on statewide issues, fundraising, and interacting with regional campus communities. A transition to a new provost has recently been made.

Student affairs is another area with significant change over the review period. The Division of Student Affairs was a unit within the Office of the Provost headed by the vice provost for student affairs until 2001 when residence life, housing, and dining services was transferred to the division and it became a vice presidential area reporting to the president. These administrative changes coalesced co-curricular aspects of the student experience under a single vice president—a key to providing "the best

Figure 6-1
Washington State University
Organization Chart



College of Agricultural, Human & Natural Resource Sciences <ul style="list-style-type: none"> ▪Agricultural Research ▪Animal Sciences ▪Apparel, Merchandising, Design & Textiles ▪Biological Systems Engineering ▪Community & Rural Sociology ▪Crop & Soil Sciences ▪Economic Sciences ▪Entomology ▪Food Science & Human Nutrition ▪Horticulture & Landscape Architecture ▪Human Development ▪Institute of Biological Chemistry ▪Interior Design ▪Natural Resource Sciences ▪Plant Pathology ▪Statistics 	College of Business <ul style="list-style-type: none"> ▪Accounting ▪Center for Entrepreneurial Studies ▪Finance, Insurance & Real Estate ▪School of Hospitality Business Management ▪Informational Systems ▪International Business Institute ▪Management & Operations ▪Marketing ▪WA Center for Real Estate Research 	College of Engineering & Architecture <ul style="list-style-type: none"> ▪Architecture & Construction Mgt ▪Chemical Engineering & Bio-Engineering ▪Civil/Environmental Engineering ▪Electrical Engineering & Computer Science ▪Mechanical/Materials Eng. 	College of Liberal Arts <ul style="list-style-type: none"> ▪American Studies ▪Anthropology ▪Comparative Ethnic Studies ▪English ▪Fine Arts ▪Foreign Languages & Culture ▪General Studies ▪History ▪Music/Theater Arts ▪Philosophy ▪Political Science ▪Psychology ▪Sociology ▪Speech & Hearing Sciences ▪Women's Studies 	College of Pharmacy <ul style="list-style-type: none"> ▪Pharmaceutical Sciences ▪Pharmacotherapy ▪Health Policy & Administration
College of Nursing <ul style="list-style-type: none"> ▪Undergraduate Programs ▪Graduate Programs 	College of Veterinary Medicine <ul style="list-style-type: none"> ▪Veterinary Clinical Sciences ▪Veterinary & Comparative Anatomy, Pharmacology & Physiology ▪Veterinary Microbiology & Pathology 	College of Sciences <ul style="list-style-type: none"> ▪Biological Sciences ▪Chemistry ▪Earth & Environmental Science ▪Materials Science ▪Mathematics ▪Molecular Biosciences ▪Physics & Astronomy ▪Statistics 	Graduate School	Honors College
Libraries <ul style="list-style-type: none"> ▪Educational Leadership & Counseling Psychology ▪Teaching & Learning 	Center for Distance & Professional Education	College of Communication	College of Nursing	College of Veterinary Medicine

Figure 6-2 Leadership Change at Washington State University 1999-2008

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
President	⇒ 1985 Sam Smith				Lane Rawlins					Eison Floyd
Provost and Vice President Academic Affairs	⇒ 1997 Gretchen Bataille	Interim Rom Markin	Interim Ron Hopkins	Robert Bates	Robert Bates	Title change Provost & Exec Vice President		Robert Bates	Steven Hoch	Warwick Bayly
Vice President Business and Finance	Sam Kindred									
Executive Director of Budget and Planning	Greg Royer	Karl Boehmke, Title Change Executive Director of Planning and Budget				Karl Boehmke				Joan King
Vice President for Extended University Affairs	⇒ 1995 Les Purce	Interim Muriel Oaks								
Vice President for Administration	Sally Savage									
Vice President University Relations						Sally Savage				Tim Pavish
Vice President University Advancement	⇒ Connie Kravas		Greg Sheridan		Richard Frisch			Len Jessup		Brenda Wilson-Hale
Vice President Student Affairs, Equity, and Diversity	Gus Kravas Vice Provost Student Affairs	Al Jamison, George Bettas, Jim Rimpau Shared Interim Vice Provost duties		Charlene Jaeger Vice President of Student Affairs				Al Jamison Interim Vice President of Student Affairs		Mike Tate Vice President Student Affairs, Equity and Diversity
Vice President Equity and Diversity								Mike Tate		
Vice President Enrollment Management									John Fraire	
Vice President Economic Dev. and Extension									John Gardner	
Vice President Research										Howard Grimes
Vice President Information Technology						Mary Doyle				Viji Murali
Chancellor WSU Spokane		Bill Gray Campus Executive Officer and Dean			Rom Markin Interim	Nick Lovrich Interim			Brian Pletcher	
Chancellor WSU Tri-Cities		Larry James Campus Executive Officer and Dean			Larry James			Dave Lemak Interim		Vicky Carwein
Chancellor WSU Vancouver		Hal Dengerink Campus Executive Officer and Dean								Hal Dengerink

undergraduate experience in a research university.” This relationship was changed in 2007 when the business aspects of residence life, housing, and dining services became the responsibility of the vice president for business and finance. Student services and programming within the residence halls and Greek communities remained the responsibility of the Division of Student Affairs, Equity, and Diversity.

Leadership Positions

PRESIDENT

The president derives authority from the Board of Regents and the state of Washington and has a full-time responsibility to WSU. The president is designated by law as Secretary Ex Officio of the Board of Regents and is the chief executive officer of WSU by delegation of authority from the regents. The president administers policies approved by the Board of Regents and serves as the advisor to the board on policies and operations. The president of WSU, together with the provost, vice presidents, and chancellors, administers the University according to its missions and plans for its future. Other functions of the chief executive officer include:

- Leadership in developing policies and organization for teaching, research, and outreach programs.
- Public representation of the University, including representation before the legislature and other state agencies.
- Responsibility for the general welfare of students; the development, operation, and maintenance of buildings, lands, and equipment; financial matters pertaining to development, operation, and maintenance of the University; and the administration of regulations adopted by the Board of Regents.

- Responsibility delegated by the Board of Regents for all appointments, promotions, salaries, leaves, resignations, and dismissals.
- Presiding at meetings of the general faculty.

In addition to the vice presidents and chancellors, the executive director of planning and budget, the director of intercollegiate athletics, the director of internal audit, and the director of governmental relations report to the president.

PROVOST AND EXECUTIVE VICE PRESIDENT

The provost is the University’s chief academic officer and works closely with the president in providing overall direction and leadership for the institution. The provost is responsible for all aspects of the University’s academic mission and leads its efforts in the pursuit of academic excellence. Reporting to the president, the provost is responsible for the formulation and implementation of institutional policies and operations, consulting with vice presidents, chancellors, vice provosts, deans, and university governance.

The provost leads in planning, development, and implementation of all academic programs and policies. Specific responsibilities involve academic affairs at all campuses, including approval of hiring, tenure, and promotion decisions; effective management of resources and academic colleges; centrally managed organizations, including but not limited to undergraduate education, the University Libraries, the Graduate School, and distance and professional education; liaison with internal and external organizations, including the Faculty Senate and the WSU Foundation; and a strong commitment to diversity among faculty, staff, and students.

CHANCELLORS

The chancellors of WSU Spokane, WSU Tri-Cities, and WSU Vancouver report to the president and are responsible through the

president for representing the campus to the Board of Regents, the Higher Education Coordinating Board, and the state legislature. They are responsible for representing their campuses to the local and statewide community and for development and fundraising for their campuses.

The chancellors are directly responsible for campus administration and management and for campus academic planning, programs, and budget.

VICE PRESIDENTS

There are nine vice presidents, each with specific responsibilities:

1. **Vice President for Business and Finance** was renamed from Business Affairs in 2007 to better describe the responsibilities of the unit (<http://baf.wsu.edu/serviceareas>).
2. **Vice President for Economic Development and Extension** was established in 2007 to foster economic development in Washington and strengthen WSU's connections with private industry and business, policy makers in government, the philanthropic sector, and other external partners (http://wsuwest.wsu.edu/econ_development).
3. **Vice President for Enrollment Management** was established in 2007 to provide focused leadership and attention to this important area.
4. **Vice President for Information Services and Chief Information Officer** was established in 2001 to provide focused leadership to academic and administrative computing; convergent technologies (telecommunications, wired and wireless networks, VoIP, video); distance learning technologies; broadcasting of more than a dozen public radio stations and two PBS stations; and strategic planning and policy development for the IT enterprise (<http://infotech.wsu.edu/vpis>).
5. **Vice President for Research and Dean of the Graduate School** became a vice presidential level position in 2008 when the vice provost for research and dean of the Graduate School were combined into a single position (<http://research.wsu.edu> and <http://www.gradsch.wsu.edu>).
6. **Vice President for Student Affairs, Equity and Diversity** was established in 2007 when the Division of Student Affairs and the Office of Equity and Diversity were combined. The Division of Student Affairs reported to the provost until 2001 when it became a vice presidential area reporting to the president (<http://www.studentaffairs.wsu.edu>).
7. **Vice President for University Development** was changed from vice president for advancement in 2002 to reflect the separation of fundraising from university relations and the establishment of the Office of University Relations in 2001 (<http://wsufoundation.wsu.edu/about/wilsonhale.html>).
8. **Vice President for University Relations** was established in 2000 to increase support for the University by enhancing communication with all constituencies; fostering alumni, community, and media relationships; and promoting the University's brand (<http://www.wsu.edu/university-relations>).

DEANS

Each of WSU's 10 colleges is led by a dean who serves as the college's chief academic and administrative officer. Each dean reports directly to the provost and executive vice president and leads his or her college's research, teaching, service, and development programs and activities. The dean is responsible for ensuring the academic integrity of all educational programs; excellence in teaching, research, and service; effective administrative and fiscal management of the college; soliciting major gifts to the college; and representing the college to a wide range of campus, community, and professional constituencies.

The chief executive officers of WSU Extension, the Center for Distance and Professional Education, the Libraries, and the Honors College also have the title of dean and report to the provost and executive vice president.

Faculty Role in Governance

FACULTY SENATE

The purpose of the Faculty Senate is to exercise its delegated legislative powers. The Faculty Senate exercises its legislative powers in all matters requiring faculty action or approval of curricular and educational policies of WSU, including:

- Standards of admission
- Curricula and courses to be offered and the amount of credit for each course
- Standards of scholarship
- Requirements for graduation
- The academic calendar

The purpose of the Faculty Senate is to provide a representative body of the faculty community, and to make recommendations to the president and the Board of Regents on matters affecting the general welfare of WSU and its educational, research, developmental, and public service activities. It is expected that the president will seek the advice of the Faculty Senate, particularly those members with relevant expertise, when making policy decisions affecting these activities. The Faculty Senate consists of 82 elected members, 77 of whom are elected by and from the faculty of WSU and five of whom are elected by and from the Graduate and Professional Student Association. Except for the Faculty Affairs Committee, the Committee on Committees, and the Steering Committee, at least 25 percent of the members of all standing committees are students. In addition, each WSU branch campus elects, at large, one non-voting member of the senate.

The chair of the faculty senate, as a representative of this organization, reports to the Board of Regents at its public meetings.

THE FACULTY

The Faculty Code of Professional Ethics states the expected standard of performance (see Standard Four). Faculty members have obligations that derive from membership in the University community. They accept their share of faculty responsibilities for the governance of the University and for its institutional integrity, including observance of the University's published policies and regulations applicable to faculty. As officers of the University, the faculty members seek above all to increase its effectiveness. When considering interrupting or terminating their services, they recognize the effects of their decisions upon the programs of the University and give due notice of such intentions. As members of the community, faculty members have the rights and obligations of all citizens. When they speak or act as private persons, they make clear that they are not speaking or acting for the University. As citizens who are part of an institution that depends upon freedom for its health and integrity, the faculty members have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

Student Role in Governance

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role.

BOARD OF REGENTS

The bylaws of the WSU Board of Regents provide that one member of the board shall be a student (Article 1). The student regent is required to excuse him- or herself from participating in or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel, per RCW 28B.30.100. The student regent serves on the Academic and Student Affairs Sub-Committee (Article VI).

The president of the Graduate and Professional Student Association (GPSA) and

the president of the Associated Students of Washington State University (ASWSU), as representatives of those organizations, report to the Board of Regents at its public meetings.

ASSOCIATED STUDENTS OF WASHINGTON STATE UNIVERSITY (ASWSU)

ASWSU is organized as a corporation under the laws of the state of Washington, subject to its constitution. It initiates and coordinates student activities in accordance with the purposes and objectives listed in its articles of incorporation; represents student interest, needs, and welfare within the university community at large on issues affecting student life; and supplements and complements formal education on the university campus.

Each campus has its own Associated Students (AS) governing body, including a president, vice president, and senators. Each AS organization has staff support as well as an advisor—generally a senior staff member of the student affairs office on the campus. The Student Government Council, the umbrella organization, meets regularly to coordinate the work of all four associations, as well as the GPSA.



GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION (GPSA)

The GPSA, established under the authority of the Board of Regents, works to improve the quality of graduate/professional education and graduate/professional student life at WSU. The GPSA represents the interests of graduate/professional students to appropriate persons and organizations. Consisting of a president, vice-president, and district representatives, the GPSA Senate is advised and supervised by the dean of the Graduate School or designee.

PRESIDENTIAL AND UNIVERSITY COMMITTEES

Both undergraduate and graduate students must be represented on presidential and university committees, including the Advisory Committee on Computing and Telecommunications, the Health and Safety Committee, the Fees Committee, the Commission on the Status of Women, the Campus Arts Committee, and the Athletics Council. The Services and Activities (S&A) Fee Committee, which allocates student fee funding to student organizations, includes six undergraduate and two graduate students. It is chaired by a student. The S&A Facilities Committee, which allocates the facilities fee portion of S&A fees, includes one graduate and four undergraduate students, and is chaired by a student.

REFLECTIONS

Washington State University has a long history of student involvement and participation in the governance of the institution—sometimes extramurally, as in the notorious 1892 egging of President Heston, or the student strikes of 1936 and 1970, and sometimes as partners, as in the collaboration of student committees with the Faculty Senate in the late 1990s to add the American diversity requirement to the University's general education requirements. WSU sees this partnership in policy and decision-making as central to its mission of educating students

as global citizens, and the University will certainly extend and continue that inclusion during the next decade.

Policy 6.1:
Affirmative Action and Nondiscrimination

INSTITUTIONAL STATEMENT OF COMPLIANCE

WSU maintains non-discrimination, equal employment opportunity, and affirmative action policies in compliance with relevant legal requirements. WSU publicizes such policies and carries out training opportunities to promote and ensure enforcement. WSU maintains procedures and practices designed to generate understanding and ensure compliance with applicable affirmative action and equal employment opportunity obligations under state and federal law. Equal opportunity is a core value at WSU. Nondiscrimination and affirmative action policies and procedures that support that value are subject to ongoing review.

WSU's Center for Human Rights (CHR) bears substantial responsibility for ensuring institutional compliance. Since 1971, the mission of CHR has been to:

- Ensure that WSU provides equal employment opportunity to all.
- Maintain an affirmative action plan to demonstrate good faith in securing a diverse workforce.
- Investigate discrimination and sexual harassment cases.

CHR's primary functions are to:

- Oversee and approve the search processes for faculty and administrative professional employees.
- Carry out neutral fact finding with respect to all discrimination complaints and thereby provide university managers a factual basis on which to take remedial action, as appropriate.
- Carry out training activities, but on a limited basis.

In 2004, CHR became a unit of the newly created Office of the Vice President for Equity and Diversity (since 2007, Division of Student Affairs, Equity, and Diversity), and began a reorientation that reaffirmed the center's historic responsibilities and signaled the start of proactive initiatives to advance equity and diversity. CHR's proactive initiatives seek to:

- Educate and raise awareness about human rights issues in an effort to reduce complaints and improve campus climate.
- Document, improve, and circulate best practices with respect to recruitment, hiring, and retention of a diverse workforce.
- Enhance manager capacities to be sensitive to and manage diversity in the workforce and the student population.

CHR's ongoing reorientation is enabling it to more directly advance the goals and objectives of WSU's strategic plan and equity and diversity plan. CHR also has improved data collection and management with respect to all CHR functions. A Quarterly Human Rights Report and an Annual Human Rights Report inform the WSU community about the nature of complaints and their resolution on a periodic basis. CHR will soon circulate short, succinct reports to senior university staff with data related to hiring and investigations that will provide useful information for better management.

CHR's most important goals include a reduction of discrimination and sexual harassment complaints by broadly promoting understanding and appreciation of equal employment opportunity and respect for human rights. CHR also seeks to provide equal employment opportunity, affirmative action, human rights, and diversity management training to managers. It strives to give timely assistance for recruitment, hiring, and retention of employees from under-represented groups, including women and ethnic/racial minorities. In general, CHR

also seeks to ensure that university policies encourage relevant best practices.

Policy 6.2:
Collective Bargaining

Collective bargaining is available by law to most employees of WSU, including faculty, many administrative/professional exempt staff, and civil service staff. However, only a small number of civil service staff have formed collective bargaining units. There are two collective bargaining agreements currently in effect at WSU; an agreement with the 15-member Police Guild ([Exhibit 6-12](#)), and an agreement with the Washington Federation of State Employees that covers approximately 60 employees in

dining services on the Pullman campus, 36 employees at the College of Nursing in Spokane, and 81 Cooperative Extension employees located at various WSU locations throughout the state ([Exhibit 6-13](#)). Three other small bargaining units at the Pullman campus totaling approximately 144 employees are currently under review by the state labor relations agency as to whether they can be formed.

These collective bargaining agreements are for two-year periods coinciding with the state of Washington’s biennial fiscal period. Negotiations for the collective bargaining agreements for the 2009-11 biennium will occur in early to mid-2008 with a deadline of September 30, 2008 for completion.

EXHIBITS

Exhibit 6-1	RCW 28B.30.100	Electronic, Exhibit Room
Exhibit 6-2	Article IV, Board of Regents Bylaws	Electronic, Exhibit Room
Exhibit 6-3	WSU Branch Campuses Original Principles	Electronic, Exhibit Room
Exhibit 6-4	RCW 28B.30.100	Electronic, Exhibit Statement
Exhibit 6-5	RCW 28B.30.135	Electronic, Exhibit Room
Exhibit 6-6	Board of Regents Profiles	Volume II, Electronic, Exhibit Room
Exhibit 6-7	Ethics in Public Service Act	Electronic, Exhibit Room
Exhibit 6-8	Board of Regents General Power and Duties	Electronic, Exhibit Room
Exhibit 6-9	Powers Delegated by the Regents	Electronic, Exhibit Room
Exhibit 6-10	Powers NOT Delegated by the Regents	Electronic, Exhibit Room
Exhibit 6-11	Article III, Board of Regents By Laws	Electronic, Exhibit Statement
Exhibit 6-12	Collective Bargaining Agreement Police Guild	Electronic, Exhibit Statement
Exhibit 6-13	Collective Bargaining Agreement Washington Federation of State Employees	Electronic, Exhibit Statement

WEB SITES

Student Affairs, Equity and Diversity Strategic Plan	http://www.thedivision.wsu.edu/default.asp?PageID=2777
Equal Employment Opportunity and Affirmative Action Policy	http://www.chr.wsu.edu/policiesandresources.html
Preventing Sexual Harassment Training	http://provost.wsu.edu/siteindex/SexualHarassment.html
Affirmative Action Plan	http://www.chr.wsu.edu/default.asp?PageID=895

ADDITIONAL EXHIBITS

Diversifying the Faculty Strategic Plan	Electronic, Exhibit Statement
Policy Prohibiting Discrimination and Sexual Harassment	Electronic, Exhibit Statement
Policy on Faculty-Student and Supervisor-Subordinate Relationships	Electronic, Exhibit Statement
Best Practices for Hiring a Diverse Workforce	Electronic, Exhibit Statement
Faculty and Administrative Professional Recruitment and Hiring Process	Electronic, Exhibit Statement
Annual Human Rights Report July 06 - June 07	Electronic, Exhibit Statement
Quarterly Human Rights Report December 07	Electronic, Exhibit Statement
“STOP Discrimination, Harassment, Hate, and Bias at WSU” poster	Electronic, Exhibit Statement
Sexual Harassment Poster	Electronic, Exhibit Statement

Standard Seven



FINANCE

STANDARD SEVEN

Finance

FINANCIAL PLANNING

Washington State University has appropriate governing structures, processes, and controls to assure financial planning and stability and to assure the safeguarding of public and private funds. The structures, processes, and controls will ensure the ongoing financial health of the institution, regardless of funding changes, personnel changes, or environmental changes.

The governing structure is established in the Revised Code of Washington (RCW), which vests all management of WSU in the Board of Regents ([Exhibit 7-1](#)). In turn, the regents are responsible for hiring the president, who ensures that there are skilled and professional senior managers in place to operate all aspects of the University. The processes and controls that safeguard the University's assets are the shared responsibility of the regents and all senior managers and their staffs.

These individuals ensure that the operating and capital budgets, along with the annual operating allocations, are guided by the University's strategic plan. The budget requests and allocations are, of course, created and executed within the state's budget process. The budget requests are coordinated, written, approved, and then sent to the governor's budget office (the Office of Financial Management, OFM), the Higher Education Coordinating Board (HECB), and the state House and Senate for consideration during the legislative process. Within the context of the state budget, higher education is the largest portion of the discretionary budget. The University works directly with legislators, OFM, and the governor to appropriately fund its initiatives. In parallel, the University also works to develop non-state financial resources as part of its overall revenue mix. Examples include a focus on increasing grants and contracts and a re-

cently launched capital campaign, which is in its silent phase.

Several recent decisions illustrate the connection between the University's stated goals and mission and the budgets provided to move the University closer to its goals. For instance, one of WSU's goals is to recruit a better prepared, more diverse student body. To support this goal, the University made specific budget allocations to the University Relations area, which is responsible for the print and media releases most likely to attract the desired students. The result has been positive; WSU has increasingly well-prepared students and a more diverse student body.

The University has provided start-up funding to support the WSU Foundation in its newest campaign. These funds will be used to hire professional personnel for the capital campaign. The campaign, still in the silent phase, reported raising more than \$80 million in fiscal year 2007 in gifts, grants, and pledges. More detail about the composition of these gifts, including information by college, can be found in the WSU Foundation's annual report ([Exhibit 7-2](#)). Details of the last five years of gifts are shown in [Figure 7-1](#).

Through its biennial operating budget of fiscal years 2005-07, the University funded additional faculty positions that were distributed across the institution. These additional faculty positions were deployed to support undergraduate education, research, and graduate education.

Recruitment and retention of excellent faculty, staff, and graduate students have been top priorities for WSU. The University has made internal reallocations in several recent years to augment the salary increases awarded by the state (see [Standard 4](#)).

The University uses the legislative process to support its strategic plan and attempts to

generate new money through state biennial budget requests that are focused on WSU's strategic priorities (e.g., adequate faculty salaries and research on safe and abundant food supplies and global animal health).

WSU's operating budget requests are supported by the capital budget requests and the 10-year capital plan. Together these requests, capital and operating, are designed to work in concert, furthering the University's mission.

As with the operating budget, WSU's capital budget requests must conform to the requirements established by the governor, the legislature, and the HECB. WSU's requests reflect a balance between preservation and capacity expansion, between Pullman and the other campuses' projects, and between research, instruction, and outreach. They have focused on providing space that will support world-class programs throughout the University system.

Figure 7-1
Details of the Last Five Years of Gifts

Academic Support	FY 2008	FY 2007	FY 2006	FY 2005	FY 2004
Ag., Human & Nat. Resource Sciences	\$12,653,333	\$13,478,992	\$10,307,859	\$14,797,697	\$10,468,321
Business	\$6,776,667	\$2,143,817	\$4,881,227	\$1,598,749	\$3,097,796
Education	\$2,282,144	\$1,336,649	\$711,484	\$200,112	\$354,784
Engineering and Architecture	\$5,645,432	\$5,407,709	\$3,984,738	\$3,914,199	\$3,771,667
Honors	\$479,663	\$176,121	\$289,197	\$317,213	\$182,048
College of Nursing	\$391,940	\$446,250	\$623,400	\$319,061	\$397,949
Liberal Arts	\$2,789,121	\$1,513,599	\$3,731,016	\$1,518,543	\$1,383,446
Pharmacy	\$1,632,776	\$1,829,386	\$1,111,787	\$822,520	\$1,031,017
Sciences	\$3,478,351	\$2,964,855	\$1,623,899	\$2,740,931	\$1,792,876
Veterinary Medicine	\$7,146,393	\$7,731,048	\$2,741,480	\$3,566,994	\$5,133,125
Total Academic Support	\$43,275,820	\$37,028,426	\$30,006,088	\$29,796,019	\$27,613,029
Other Programs					
4-H/Cooperative Extension	\$4,905,232	\$3,944,536	\$2,968,518	\$2,896,084	\$2,697,400
Alumni Association	\$1,091,101	\$929,178	\$186,561	\$310,084	\$191,841
Athletics	\$10,771,580	\$6,907,278	\$6,171,338	\$4,683,218	\$4,576,151
Educational Telecommunications	\$2,749,995	\$2,675,262	\$2,646,067	\$2,426,941	\$2,777,191
Equity and Diversity	\$581,291	\$339,517			
Graduate School	\$1,368,415	\$537,888	\$15,108	\$4,260	\$38,445
International Programs	\$1,494,328	\$2,660,017	\$620,387	\$681,780	\$243,306
Libraries	\$176,698	\$591,405	\$177,289	\$230,725	\$191,174
Museum of Art	\$90,991	\$203,523	\$403,266	\$151,105	\$199,228
Office of Undergraduate Education	\$756,848	\$207,031			
Scholarships	\$1,533,838	\$745,230	\$2,072,279	\$3,971,183	\$999,669
Student Affairs	\$714,271	\$448,259	\$438,335	\$309,725	\$383,125
WSU Spokane	\$613,005	\$1,464,995	\$556,191	\$443,683	\$560,513
WSU Tri-Cities	\$735,901	\$1,215,301	\$627,852	\$346,096	\$281,316
WSU Vancouver	\$1,253,397	\$811,043	\$1,558,335	\$843,781	\$687,183
Other Programs	\$2,092,224	\$2,743,890	\$3,253,187	\$1,062,738	\$1,724,488
Undesignated	\$481,158	\$254,421	\$2,415,372	\$1,311,461	\$162,494
Total Other Programs	\$31,410,273	\$26,678,774	\$24,110,086	\$16,466,696	\$12,824,283
Total Private Support	\$74,686,093	\$63,707,200	\$54,116,173	\$49,468,884	\$43,326,554
Pledges	\$31,984,757	\$16,501,776	\$4,895,407	\$4,000,162	\$1,453,584
Grand Total	\$106,670,850	\$80,208,975	\$59,011,581	\$53,469,046	\$44,780,138

The 2007-09 capital budget request and 10-year plan emphasized support for the life sciences and the life cycles of existing facilities. Additionally, the request included projects to expand access for the state's college-bound students, protecting the lives of students and employees, and providing the infrastructure that is vital to serving the state as a premier research university.

Through this budget process, WSU has secured \$58 million for its highest priority, construction of the Life Sciences Building; \$38.9 million for minor works preservation projects; and \$17 million for minor works improvement projects, which extend the lives of existing facilities. WSU also secured nearly \$27 million for the expansion of utilities and to make safety and accessibility improvements. Construction of the \$24.4 million WSU Vancouver classroom building will be necessary to provide general classrooms and computer laboratory spaces for delivery of lower division programs and to accommodate enrollment growth. The building was funded as WSU's second-highest priority for new building construction. In parallel, WSU expanded access for Vancouver freshmen and sophomores through the operating budget.

Some items on the 2007-09 WSU priority list were proposed as design projects to be built in a later biennium. The top design priority for WSU is the Veterinary Medical Research building, to replace crowded, outdated biomedical space with an appropriate facility for targeted programs, including neuroscience, pharmacology, cancer research, and toxicology. Because the state legislature did not provide funding in 2007-09, the \$7.4 million design proposal will be WSU's highest capital priority in 2009-11 for the Pullman campus. (See the College of Veterinary Medicine's discussion of space needs in Standard 2).

Unlike the budget requests, which are prepared biennially, an internal operating budget is prepared for each fiscal year summarizing the permanently budgeted funds of the University units and the temporary

budget allocations established each year for a unit's support. The budget period may involve a two- or three-year time frame or an individual fiscal year. The permanent funding sources include state appropriations, operating tuition, facilities and administrative cost recoveries, non-designated development earnings, and other local funds. The budget identifies revenues by major source and commitments by major category expected to be funded during the fiscal year. The budget, on a summarized level, is reviewed by senior executive committees during the fiscal year and by the Board of Regents. In addition, some budget schedules are made available to constituencies via a Web site. The program activities funded through this centralized process are the three primary missions of the University—instruction, research, public outreach—along with the supporting activities, such as academic administration, library operations, student services, physical plant maintenance, and institutional support.

The central budget revenue sources are adjusted when revenue estimates are changed during the year. Supplemental legislative appropriations may change the availability of state funds. Tuition estimates are reviewed after fall and spring enrollment counts and, if necessary, adjustments are made at these times. Other revenue sources in the budget are monitored throughout the fiscal year and changed as necessary. Commitment estimates are changed as new decisions are made by executive managers.

Additional decentralized budgetary processes control the resources made available to conduct the University's many other program activities. For example, sponsored project budgets and activities are controlled by project proposal and award procedures and practices of the University and its external funding entities. The federally based land-grant program budgets and activities are controlled by federal law and appropriations. The University also conducts several self-sustaining programs, such as auxiliaries and service enterprises. The budgets of these

activities are estimated, reviewed, and approved as directed by the University officials charged with program responsibilities and execution.

At a summary level, the budget office Web site includes several types of information, including current-year permanent and temporary allocations, university budget policies, current and historical tuition rates, and links to presentations about the University's budget. The site also contains information about the sources of funds, both operating and capital (Exhibit 7-3). The most recent operating and capital budget requests can also be viewed online (Exhibit 7-4).

All debt that is being considered must be approved by the Board of Regents. However, before it is presented to the regents, an extensive review and approval process must be undertaken through the executive committees of the University. Care is taken to assure that revenue streams exist and will be secured to meet the long-term bond covenants.

When capital projects are funded by the state, the relevant bonding is provided by the state of Washington. WSU has no direct influence over the state's general obligation bond process.

Every non-state-funded capital project must first receive support from the University's central leadership. Once the executive leadership has approved of the concept, a rigorous process of constituent agreement and support must be completed. Likewise, a financial team must agree that the revenue stream is available to meet the debt burden without detriment to the division's ongoing program needs. Upon securing support for a capital project from the bond council, the investment group, and the financial team, the project must then be presented to and approved by the Board of Regents in order to issue bonds.

ADEQUACY OF FINANCIAL RESOURCES

WSU has diversified revenue streams for both capital and operating expenditures. For operations, these revenues include state appropriations; student tuition and fees; federal and local grants and contracts; gifts; and investment income. For capital, the revenue streams include state general obligation bonds, WSU's land-grant endowment, education construction bonds, and revenue streams from auxiliary enterprises.

WSU's auxiliary enterprises operate in support of the primary missions of the University and include mainly housing and dining, athletics, parking services, and student programs. The revenues earned from customers of these activities and services were about \$79.4 million in fiscal year 2007. Additional revenue streams were created when the students of WSU voted to impose fees upon themselves for building and operation of the Student Recreation Center, renovation of the Compton Student Union Building, and renovation of Martin Stadium. The University is also affiliated with the WSU Foundation, whose mission, in part, is to manage endowment resources and to attract new donations to the University. Resources received from investment earnings and donation campaign receipts equaled \$144.2 million in fiscal year 2008.

As illustrated in Figure 7-12, Capital Investments, WSU holds sufficient financial resources to meet debt service requirements of short- and long-term indebtedness without adversely affecting the quality of educational programs.

As of June 30, 2007, the University had \$1,032,208,050 invested in capital assets, net of accumulated depreciation. This represents an increase of \$88,721,648, or 9.4 percent from the previous year, as shown in Figure 7-2.

WSU has recorded no deficits in any of the last five years. The University maintains balanced budgets and regularly reviews any area of concern. Cash balances are reviewed

daily and any non-current needs are invested in accordance with state law and liquidity needs. Exhibit 7-5 shows four years of financial reports for the University.

WSU has clear policies in place regarding transfers between major funds. Such transfers are explained in and governed by the *Business Policies and Procedures* manual (Exhibit 7-6).

Internal loans are also governed by WSU policy, which states:

Internal loans are granted to units within the University for the purpose of funding capital projects not using external financing or state appropriated funds and [which] have an identifiable revenue stream (i.e., collateral) from which to make loan repayments. The approval process for such loans is managed by the vice president for business and finance.

As a doctoral degree-granting public university, WSU does not offer occupational or technical programs. The University is proactive in reviewing the performance of academic offerings and their financial well-being via academic program reviews conducted by central, college, and department-level administration. In particular, the provost and academic areas regularly review professional programs to find opportunities to expand such programs to meet state need and economic demand, such as the recent enrollment expansions in the colleges of pharmacy, nursing, and veterinary medi-

cine. The University has also been successful in partnering with the legislature to gain new funding to support high-cost or high-demand fields such as engineering, science, math, nursing, and medicine. From 2004 to 2009, the University has attracted more than \$10.4 million in new state and tuition revenue to support more than 680 new student enrollments in these fields.

During the last decade, the amount of total assistance provided to students has increased consistently as a result of increasing costs, new aid programs, and enrollment. Last year, approximately \$195 million in federal, state, and institutional financial assistance was provided to more than 16,000 WSU students statewide. Of this total, approximately \$128 million (65.3 percent) was federal student aid, \$22.2 million (11.4 percent) was state aid, and \$45.5 million (23.3 percent) was institutional or private aid. Approximately 37.2 percent of the total was in the form of grant/scholarship aid, 61.4 percent was in the form of loan assistance, and 1.4 percent was in the form of federal or state work-study assistance.

Each year, the Office of Student Financial Aid (OSFA) projects the total amount anticipated in federal, state, and institutional assistance and determines award levels based on estimated costs, acceptance yield rates, and institutional priorities. While the analysis is based primarily upon enrolled student data, projected enrollment of new and returning students is also factored.

Figure 7-2
Capital Assets

	June 30, 2007	June 30, 2006	Change
Land	\$31,181,772	\$27,849,472	\$3,332,300
Construction in progress	122,367,525	65,631,591	56,735,934
Buildings	696,503,127	669,649,627	26,853,500
Other improvements and infrastructure	98,339,221	99,992,320	(1,653,099)
Equipment	38,875,696	37,490,401	1,385,295
Library resources	44,940,709	42,872,991	2,067,718
Total Capital assets, net	\$1,032,208,050	\$943,486,402	\$88,721,648

The relationship between unfunded student financial aid and tuition revenues is regularly monitored. If an imbalance occurs, the appropriate departments (e.g., budget office, enrollment management, etc.) collectively and collaboratively work toward solutions.

The University prepares an annual operating budget plan which projects estimated permanently budgeted revenue sources and expected annual ongoing commitments against those revenues. As a result, WSU projects an expected permanent resource base available to support unexpected fluctuations or changes in its operating budget or funds available to commit toward emerging issues. In addition, the University maintains funding pools that result from unallocated resources from prior fiscal year receipts. These funds are allocated to units in support of University priorities in subsequent fiscal years. Individual WSU units also have available unspent budget allocations, which can be used to address the unit's priorities in subsequent fiscal years. The University and units refer to these resources as one-time funds or carry-forward funds. The one-time resources maintained in WSU unit accounts totaled \$49.8 million at the end of fiscal year 2007—an increase of \$3.9 million over the previous fiscal year. These resources exclude funds held by units available for development programs and activities. Development funds held by units at the end of fiscal year 2007 totaled \$37.8 million.

Auxiliary enterprises at WSU are an important and significant component of the campus living and learning environment. WSU students will traditionally spend 15 to 20 hours a week in a classroom, laboratory, or instructional setting. The remaining 148 hours of a student's week are spent in housing, food service, recreation, study areas, and other social activities on and off campus. Quality auxiliary facilities, goods, and services that are provided in support of this living and learning environment are significant factors in attracting and retaining high-quality students, faculty, and staff.

Auxiliary enterprises are revenue-generating activities that supply the campus with products, goods, and services. An auxiliary enterprise directly or indirectly provides services or products to students, faculty, staff, or visitors and charges fees related to, but not necessarily equal to, the cost of the services. The distinguishing characteristic of most auxiliary enterprises at WSU is that they are managed as essentially self-supporting units.

The University recognizes that these self-supporting units utilize administrative resources provided by the institution. To recover the cost of providing services, such as payroll, accounts receivable and payable, and purchasing, the University assesses an administrative service fee. By assessing a uniform percentage on revenue generated by auxiliary enterprises, an equitable distribution of WSU's administrative costs is then recovered.

FINANCIAL MANAGEMENT

WSU is one university, geographically dispersed in more than 73 locations. Financial functions are centralized under the vice president for business and finance. The institution's executive policy manual and the business policy and procedure manual are universally available to all personnel and establish the guidelines under which business is conducted ([Exhibit 7-7](#)).

Primary fiscal responsibility for the University is held by the president and the vice president for business and finance. All fiscal operations are under the direction of the vice president, who ensures that all business is transacted in accordance with federal, state, and local law. The fiscal operations include accounting, accounts payable and receivable, cashiering, payroll, purchasing, sponsored programs, and travel. The vice president is also responsible for operation of the University's auxiliary enterprises, such as student housing and dining services, University Recreation, the Student Recreation Center, and the Student Union Building.

**Figure 7-3
Revenues and Other Additions**

WASHINGTON STATE UNIVERSITY REVENUES AND OTHER ADDITIONS													
Source (SNA WSU F/S)	ACTUAL						PROJECTED						
	FY 2003	FY 2004	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 6 (2010)	Amount	%	Amount	%	
		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Operating Revenues													
Tuition & Fees, after deducting discounts and allowances	103,431,497	112,748,554	124,748,937	133,647,940	143,481,305	153,900,000	164,700,000	172,900,000	107.1%	107.3%	107.0%	33.22%	33.59%
Grants and Contracts - Operating													
Federal - Unrestricted													
State - Unrestricted	92,308,242	103,456,495	107,636,584	105,416,790	108,411,534	110,600,000	112,800,000	115,100,000	24.85%	23.91%	22.75%		22.36%
Local - Unrestricted	34,478,279	35,999,608	38,968,358	41,620,964	46,691,295	48,300,000	49,900,000	51,600,000	9.47%	10.30%	10.06%		10.02%
Restricted	18,393,180	21,393,092	27,514,471	25,436,838	30,769,053	31,800,000	32,900,000	34,000,000	6.69%	6.79%	6.64%		6.60%
Sales and Services of Auxiliary Enterprises, after deducting discounts and allowances	69,854,999	76,027,254	80,023,421	84,105,505	87,824,251	91,800,000	95,700,000	99,600,000	19.44%	19.37%	19.30%		19.35%
Sales and Services of Hospitals, after deducting patient contractual allowances													
Independent Operations													
Other Sources	26,264,419	32,314,751	32,647,164 *	34,005,126 *	36,216,045	38,000,000	39,800,000	41,600,000	7.93%	7.99%	8.03%		8.08%
Total Operating Revenues	344,730,616	381,939,754	411,538,935	424,233,163	453,393,483	474,400,000	495,800,000	514,800,000	100.00%	100.00%	100.00%		100.00%
		37,209,138	29,599,181	12,694,228	29,160,320								
Non-Operating Revenues													
Appropriations - Federal	8,177,568	9,636,282	8,549,908	9,730,402	9,212,819	8,900,000	8,900,000	8,900,000	3.17%	2.91%	2.62%		2.62%
- State	194,177,772	186,201,628	195,794,008	209,657,000	221,287,742	248,778,000	259,836,000	259,836,000	72.57%	69.80%	76.48%		76.48%
- Local													
Grants - Non-operating	354,664	676,211	333,439	318,056	201,202	300,000	300,000	300,000	0.12%	0.06%	0.09%		0.09%
Gifts	6,430,120	2,894,154	14,107,237	18,357,547	19,240,893	18,800,000	18,800,000	18,800,000	5.23%	6.07%	5.53%		5.53%
Investment Income	52,907,102	50,640,024	44,796,818	29,754,226	57,232,749	51,400,000	51,400,000	51,400,000	16.60%	18.05%	15.13%		15.13%
Other Non-operating Revenues (Expenses)	1,672,978	4,736,845	6,232,464	(457,037)	9,878,255	500,000	500,000	500,000	2.31%	3.12%	0.15%		0.15%
Total Non-operating Revenues	263,720,204	254,785,144	269,813,874	267,360,194	317,053,660	328,678,000	339,736,000	339,736,000	100.00%	100.00%	100.00%		100.00%

Primary budgeting responsibility for the University is held by the executive director of planning and budget, who reports directly to the president and indirectly to the vice president of business and finance. This “dotted line” relationship ensures clear communication and efficient financial operations of the University. The executive director is responsible for both the operating and the capital budgets, the monitoring of University revenue flows, both public and private, and the allocation of state and local funds. The budget allocations are conveyed to WSU units yearly through the budget office, as documented through the consideration pages. The consideration pages specifically detail, for each area of the University, its permanent budget and temporary allocations for the year. Updates to an area’s budget are communicated through the budget office’s Budget Planning System (BPS) on a monthly basis. Improvements in the communication of budget information have been significant since the 1999 accreditation report. The University’s area finance officers have access to a data warehouse, from which they can easily extract financial information. Standardized corporate documents (report templates) have been established and are available for general use.

WSU’s budget is reviewed regularly by the president, the provost, the vice president for business and finance, and the executive budget director. The budget summaries include a rolling, three-year view of major revenue and expenditure items for both permanent and temporary fund types.

A network of experienced finance professionals reports to the vice presidents, chancellors, deans, and departments. These finance officers work directly with the budget office, business and finance, and the internal auditor to assure that all fiscal and budget actions are handled within approved policies and guidelines. The finance officers track the allocations, expenditures, and carry-forward balances within their areas. The budget office works closely with the finance

officers to ensure appropriate fund balances are maintained throughout the year.

Additionally, the Board of Regents has a standing committee for finance and audit. This committee has responsibilities for the fiscal stability and long-term economic health of the University, including fiscal matters, the University’s real and intellectual properties, and physical assets. This committee can make recommendations to the full board on issues such as investments, audits, the operating and capital budgets, borrowing, and WSU’s trust lands.

The University oversees budgeting, planning, accounting, and auditing procedures to monitor income and assure proper expenditure of funds regardless of source. The planning and budgeting of revenues such as tuition, state funds, grant awards, student activity fees, and auxiliary units are monitored closely, with annual budgets and performance statements reviewed by the Board of Regents. Through the planning, budgeting, accounting and auditor control processes, WSU helps the University community pursue its goals and objectives while ensuring and enabling compliance with state, federal and University policies, restrictions, and guidelines.

The University’s Office of Internal Audit reports directly to the president and the Board of Regents, providing an independent appraisal function that measures and evaluates the efficiency and effectiveness of internal controls and operating activities. The office assists the members of the University community in the proper discharge of their responsibilities by providing analyses, appraisals, recommendations, and pertinent information concerning the activities reviewed. University internal auditors are members of several professional organizations, including the Institute of Internal Auditors (IIA), Association of College and University Auditors (ACUA), and the Association of Certified Fraud Examiners (ACFE). The office has adopted the IIA’s standards for the professional practice of internal

auditing and its code of ethics as part of its charter.

Annually, the University seeks audits from a variety of independent sources to assure proper planning, management, and use of funds. Such audit areas include: federal and state financial aid; federal expenditures under the Federal Single Audit Act; financial statements for the University; housing and dining; associated student government; athletics; university recreation; parking services; and radio and television. The results of these audits are reported to university leadership and the Board of Regents in a timely manner.

WSU maintains documented procedures for daily cash management and investments in its treasury operations manual. The University's cash manager has primary responsibility for the daily movement of cash in and out of the operating portfolio, which is managed externally by a professional investment manager. Two back-up individuals are trained and experienced in the daily cash management process. The investment manager follows a written investment policy that mirrors the investment guidelines provided in Washington statutes with regard to the investment of public funds ([Exhibit 7-8](#)). Performance benchmarks for the manager are specified in the investment management contract. The University's senior investment manager is a chartered financial analyst with responsibility for overseeing the cash management and investment function, recommending investment and cash management policies, and monitoring manager compliance with established policies. As part of the annual audit, the auditors compare WSU investments as recorded in the institution's general ledger with the bank custodian statements.

Appropriate internal control is exerted over all cash management, including receipting, transfers, disbursements, and investing. All investment activity in the general ledger is reconciled to the custodial statements. Management reports are generated daily to facilitate financial decisions.

WSU has contracted with the WSU Foundation to provide investment management of all private gifts that have been specified by the donors as endowment funds. The WSU Foundation investment committee has a written investment policy, established in collaboration with its retained investment consultant, which incorporates the provisions of RCW 24.44 (Uniform Management of Institutional Funds Act). Two voting members of the seven-member WSU Foundation investment committee are WSU regents (or regent appointees). The WSU Foundation provides an investment report to the regents at each regularly scheduled Board of Regents meeting.

The University's accounting follows generally accepted accounting principles in accordance with the principles established by the Governmental Accounting Standards Board.

The University is considered a special purpose government engaged in business type activities (BTA). In accordance with BTA reporting, the University's financial statements present management's discussion and analysis, a statement of net assets, a statement of revenue expenses and changes in net assets, a statement of cash flows, and notes to the financial statement. The financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when an obligation has been incurred.

The University is audited by federal, state, and local independent auditors. Federal auditors audit federally sponsored research in accordance with generally accepted accounting principles approved through the Disclosure Statement II process. The state is also required to produce the *Comprehensive Annual Financial Report* in order to comply with federal requirements. The state auditor's office also audits the operational procedures and the processes, as well as the finan-

**Figure 7-4
Expenditures and Other Additions**

Source (IPEDS Report)	WASHINGTON STATE UNIVERSITY EXPENDITURES AND OTHER ADDITIONS												
	ACTUAL					PROJECTED							
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 6 (2010)	Amount	%	Amount	%			
Operating Expenses													
Instruction	155,582,882	165,266,186	175,712,016	184,000,000	192,700,000	201,700,000	23.42%	23.65%	24.02%	24.02%	24.02%	192,700,000	201,700,000
Research	133,799,425	137,264,825	144,594,498	151,400,000	158,500,000	166,000,000	20.14%	19.64%	19.77%	19.77%	19.77%	158,500,000	166,000,000
Public Service	33,465,021	34,681,090	37,624,273	39,400,000	41,200,000	43,200,000	5.04%	4.96%	5.14%	5.14%	5.14%	41,200,000	43,200,000
Academic Support, excluding Libraries	47,337,787	50,026,363	54,489,118	57,000,000	59,700,000	62,500,000	7.13%	7.16%	7.45%	7.45%	7.45%	59,700,000	62,500,000
Library Expenditures							0.00%	0.00%	0.00%	0.00%	0.00%		
Student Services	17,418,639	19,431,397	20,736,511	21,700,000	22,700,000	23,800,000	2.62%	2.78%	2.83%	2.83%	2.83%	22,700,000	23,800,000
Institutional Support	35,744,781	39,647,935	40,762,589	42,700,000	44,700,000	46,800,000	5.38%	5.67%	5.57%	5.57%	5.57%	44,700,000	46,800,000
Plant Operations and Maintenance	41,031,227	45,140,441	46,464,661	48,600,000	50,900,000	53,300,000	6.18%	6.46%	6.35%	6.35%	6.35%	50,900,000	53,300,000
Depreciation	52,395,800	56,279,000	50,595,028	53,000,000	55,500,000	58,100,000	7.89%	8.05%	6.92%	6.92%	6.92%	55,500,000	58,100,000
Scholarships and Fellowships - net of discounts and allowances	30,286,443	30,892,736	35,061,635	36,700,000	38,400,000	40,200,000	4.56%	4.42%	4.79%	4.79%	4.79%	38,400,000	40,200,000
Auxiliary Enterprises	80,157,248	84,486,779	85,670,682	89,700,000	93,900,000	98,300,000	12.06%	12.09%	11.71%	11.71%	11.71%	93,900,000	98,300,000
Hospital Services	-	-	-	-	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	-	-
Independent Operations	-	-	-	-	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	-	-
Other Expenses and Deductions	37,167,083	35,783,999	39,824,705	41,700,000	43,700,000	45,700,000	5.59%	5.12%	5.44%	5.44%	5.44%	43,700,000	45,700,000
Total Operating Expenses	664,386,336	689,900,751	731,535,716	765,900,000	801,900,000	839,600,000	100.00%	100.00%	100.00%	100.00%	100.00%	801,900,000	839,600,000
Change previous year	33,327,610	34,514,415	32,634,965	34,364,284	36,000,000	37,700,000	5.02%	4.94%	4.46%	4.46%	4.7%	36,000,000	37,700,000
Non-operating Expenses and Deductions													
Interest	11,237,364	11,043,638	11,710,908	11,331,000	11,331,000	11,331,000						11,331,000	11,331,000
Other Non-operating Expenses and Deductions													
Total Non-operating Expenses and Deductions	11,237,364	11,043,638	11,710,908	11,331,000	11,331,000	11,331,000						11,331,000	11,331,000
FY 04 Total operating expenses FS	631,058,726			765,900,000	801,900,000	839,600,000						801,900,000	839,600,000
FY 03 Total operating expenses FS	604,628,301												
	26,430,425						4.37%						

Assumptions: Overall methodology was ratio analysis for projection of operating expenses
Ratio proportions between expenditure category was relatively same between the three actual years shown.
Change amount and percentage between years 03 to 07 was between 4.4% to 5%. Selected 4.5% for projection years.
Selected middle rate at 5.7% and spread the new calculated total by the category percentage in FY 07.
Used three-year average for interest

cial statement, in accordance with SAS 112. In accordance with bond covenants, the University also produces auxiliary financial statements for those entities (housing and dining services, student recreation, athletics, and parking services) that have incurred debt for capital projects ([Exhibit 7-9](#)).

Financial aid is audited annually as a major program of the University's *Comprehensive Annual Financial Report*. Financial aid is always discussed at both the entrance interview and the outcome discussed at the exit interview of the state auditor's field work.

It is the University's responsibility to review and respond to any report or management letter produced by any auditor. The WSU Office of Internal Audit reviews all departmental responses and actions taken to comply with management letter statements. No audit findings have been reported against WSU in nine consecutive years.

Each year the state auditors conduct an exit conference with senior level administrators and deliver a closing report to the Finance and Audit Committee of the Board of Regents. All recent audits are readily available to the accreditation team.

FUNDRAISING AND DEVELOPMENT

The WSU Foundation (WSUF) was established in the state of Washington as a Washington nonprofit corporation in 1979. WSU is recognized by the Internal Revenue Service as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("code"). WSUF is organized and operated for the sole and exclusive benefit of WSU, an institution of higher learning and an agency of the state of Washington, and as such is a public charity as described under Sections 509(a)(1) and 170(b)(1)(A)(iv) of the code. Furthermore, the WSUF is a public benefit, not-for-profit corporation as defined in Section 24.03.005(14) of the Revised Code of Washington ("RCW"). The business affairs and property of WSUF are managed by, and all corporate powers of WSUF are vested in,

its Board of Governors. WSUF's stated mission is to promote, accept, and maximize private support for programs, initiatives, and properties of the University, and to prudently manage, invest, and steward the assets entrusted to it by the University and its alumni, friends, and donors.

This endowment has had an average return of 8.84 percent during the last 22 years. This endowment is separate from the University's permanent fund endowment. The permanent fund endowment originates from the sale of timber on WSU trust fund lands. As a result of a note in the 1999 accreditation report, the following has occurred:

In 2007 the University proposed an amendment to the state's constitution which would allow the state investment board to invest permanent trust fund assets in equities. The ballot passed and the constitution was amended. Today the University is working on a strategy for a prudent allocation of its assets between fixed income investments and equities. At the same time, the institution has had dialogue with the state investment board on developing a distribution policy which would allow WSU to distribute a reasonable percentage of the realized and unrealized capital gains and losses, while not invading the corpus, which would allow the University to maximize earnings yet keep spending distributions level.

The governors have adopted a code of ethics for members of the Board of Governors, for staff, and for others who serve on standing committees of WSUF as well as for the members of the Board of Trustees. This code of ethics reflects the Council for the Advancement and Support of Education (CASE) standards. The governors intend for these codes to provide guidance and assistance in carrying out the mission of WSUF in the following areas: (1) to recognize and address ethical issues; (2) to provide mechanisms for reporting perceived unethical conduct; (3) to foster a culture of honesty and accountability; and (4) to provide a clear

statement of what the members of WSUF (Board of Trustees), the University, and the public may reasonably expect from individuals serving as governors or committee members and staff of WSUF (Exhibit 7-10).

The Investment Committee, which manages the endowment, is comprised of five WSUF representatives and two Board of Regents representatives. The committee meets at least four times per year; it met seven times in fiscal year 2007 (Exhibit 7-11).

The Gift Acceptance and Management Committee is responsible for the administration and investment of the life income gifts as trustee. Kaspick and Company provides services to help the WSUF accomplish this.

WSUF and WSU work closely together. Currently the two entities are operating under the “Principles of Operation” document that was signed in October 2003 (Exhibit 7-12). A memorandum of understanding which better defines the relationship has been developed and is close to being finalized.

SUMMARY

Strengths

WSU fund-raising efforts have made significant and substantial progress. In the current year, the institution received a \$25 million grant from the Bill & Melinda Gates Foundation for global animal health initiatives. The University also received its largest private gift, \$17 million, from a WSU alumnus.

The institution has deep and broad financial expertise, not only in central areas but across all campuses. This network of professionals ensures appropriate use of resources and is the reason that WSU has had nine consecutive years without any audit findings.

Challenges and Next Steps

WSU continues to be funded by the state at per-student rates significantly lower than its peers in many other states, including the Global Challenge States. In the current environment of a weak national economy and weakening state economy, the University will need to emphasize growth in other sources of funding, such as grants and contracts, and private fund raising. Actions that respond to this challenge include elevating responsibility for research to the vice presidential level and expanding capacity in the foundation and development areas.

Energy costs that are escalating rapidly and to unexpected levels are costing the University millions of dollars annually that are needed for other priorities. WSU will request “energy relief” from the state legislature for both the current year and the upcoming biennium. If the state is not able to provide the needed assistance, the University will need to reprioritize and reduce expenditures in other areas.

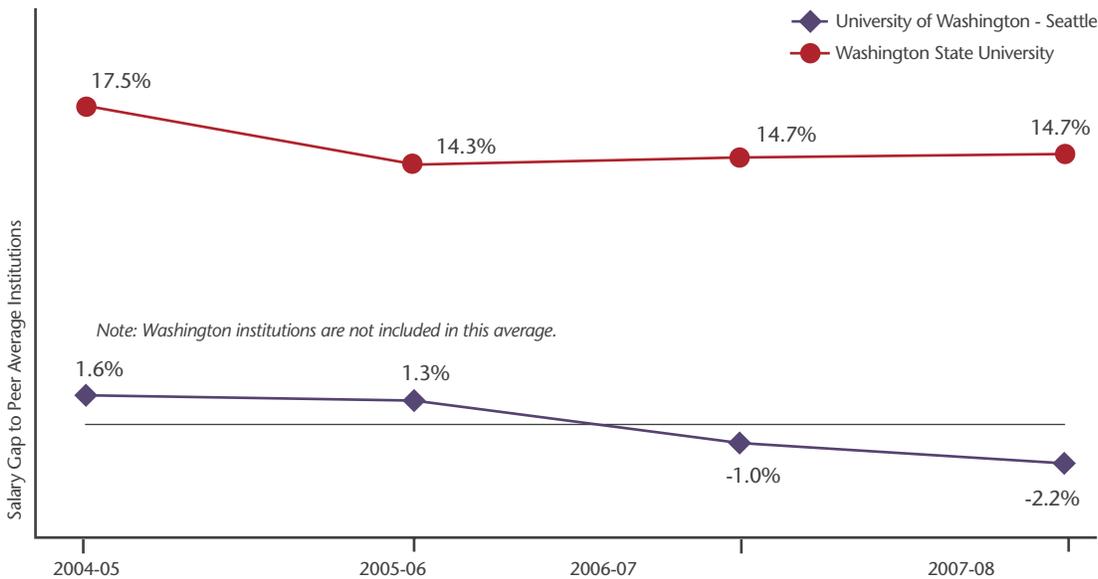
Given the economic and financial challenges ahead, the University needs to increase the efficiency and effectiveness of its use of all available resources. Implementing and sustaining the A2P2 process, as well as the comparable process now underway in the non-academic areas, will be key to WSU’s thriving in the current environment.

Faculty salaries continue to lag well behind WSU’s land-grant and Global Challenge State peers (Figure 7-6). The University has consistently requested additional state funding through its operating budget requests to address the salary gaps. The University has also used internal reallocations to augment state funding.

Figure 7-5
Summary Report of Revenues and Expenditures

WASHINGTON STATE UNIVERSITY SUMMARY REPORT OF REVENUES AND EXPENDITURES						
Source (IPEDS Report)	ACTUAL			PROJECTED		
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 6 (2010)
	Amount	Amount	Amount	Amount	Amount	Amount
Revenue and Expenditures						
Operating Revenues	411,538,935	424,233,163	453,393,483	474,400,000	495,800,000	514,800,000
Operating Expenses	664,386,336	698,900,751	731,535,716	765,900,000	801,900,000	839,600,000
Operating Loss	(252,847,401)	(274,667,588)	(278,142,233)	(291,500,000)	(306,100,000)	(324,800,000)
Non-operating Revenues	269,813,874	267,360,194	317,053,660	328,178,000	339,236,000	339,236,000
Non-operating Expenses	(11,237,364)	(11,043,638)	(11,710,908)	(11,331,000)	(11,331,000)	(11,331,000)
Gain Before Other Revenues	258,576,510	256,316,556	305,342,752	316,847,000	327,905,000	327,905,000
Other Revenues						
Capital Appropriations	61,781,747	41,401,837	72,324,012	60,000,000	50,000,000	60,000,000
Gifts to Permanent Endowments	2,884,492	135,344	544,063	564,000	564,000	564,000
Increase in Net Assets	70,395,348	23,186,149	100,068,594	85,911,000	72,369,000	63,669,000
Net Assets						
Invested in Capital Assets, Net of Related Debt	769,248,881	777,403,560	839,086,002	864,258,582	890,186,340	916,891,930
Restricted for:						
Nonexpendable	340,265,687	333,965,234	348,845,062	353,380,048	357,973,988	362,627,650
Loans	24,430,077	25,009,080	25,043,487	25,356,531	25,673,487	25,994,406
Expendable	57,464,018	69,369,410	87,044,382	88,350,048	89,675,298	91,020,428
Total Restricted	422,159,782	428,343,724	460,932,931	467,086,626	473,322,774	479,642,484
Unrestricted:						
Auxiliaries Operations	20,613,828	21,835,683	25,249,089	27,521,507	29,998,443	32,698,302
Other Unrestricted Funds	31,770,849	39,396,521	41,780,059	45,540,264	49,638,888	54,106,388
Total Unrestricted	52,384,677	61,232,204	67,029,148	67,029,148	67,029,148	67,029,148
Total Net Assets	1,243,793,340	1,266,979,488	1,367,048,081	1,398,374,356	1,430,538,262	1,463,563,562

Figure 7-6
Washington Public Research Institutions Salary Gap to Peer Average, 2005 to 2008



Of the public research institutions of higher education in Washington state, the average faculty salary at the University of Washington is slightly above average faculty salaries at peer institutions, while the average faculty salary at Washington State University is significantly lower than average faculty salaries at peer institutions. The faculty of WSU would need a 14.7% increase in salary to reach the average of their peers. The overall trend since 2004-05 is somewhat positive, as the overall salary gap to peer average has closed for the UW and decreased by 2.8% for WSU.

Figure 7-7
Sources of Financial Aid Disbursed

WASHINGTON STATE UNIVERSITY	SOURCES OF FINANCIAL AID DISBURSED												
	Source (Financial Aid Data)	ACTUAL						PROJECTED					
		Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 6 (2010)	Amount	%	Amount	%	Amount	%
Gross Scholarships and Fellowships													
Federal - Pell grants	\$13,909,780	\$13,206,494	12,780,801	13,850,000	14,500,000	15,000,000	7%	6%	7%	7%	7%	7%	7%
Federal - Other grants	2,299,287	2,626,930	4,296,956	2,250,000	2,300,000	2,400,000	1%	2%	1%	1%	1%	1%	1%
Grants by State Government	19,358,277	22,951,165	20,468,188	22,000,000	24,000,000	26,000,000	10%	10%	11%	12%	12%	12%	12%
Grants by Local Government	26,382	23,527	3,330	-	-	-	0%	0%	-	-	-	-	-
Institutional Grants from Restricted Resources	7,630,681	8,024,606	13,309,028	13,708,299	14,119,548	14,543,134	4%	7%	7%	7%	7%	7%	7%
Institutional Grants from Unrestricted Resources, including WSU Foundation	25,057,330	23,057,887	25,224,598	25,981,336	26,760,776	27,563,599	13%	13%	13%	13%	13%	13%	13%
Total Gross Scholarships and Fellowships	68,281,737	69,890,609	76,082,901	77,789,635	81,680,324	85,506,734							
Federal Student Loans	110,333,559	110,818,885	111,672,164	112,500,000	113,500,000	114,500,000	58%	56%	56%	55%	54%	54%	54%
Nonfederal Student Loans	7,374,359	8,675,737	8,436,177	9,000,000	9,600,000	10,000,000	4%	4%	4%	5%	5%	5%	5%
Federal Perkins Capital Contribution	55,017	-	-	-	-	-							
Federal Workstudy including institution match	1,078,371	907,537	800,559	700,000	700,000	700,000	0.6%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
State Workstudy including institution match	1,762,922	1,890,369	2,008,635	2,000,000	2,000,000	2,000,000	0.9%	1%	1%	1%	1%	1%	0.9%
Office of Sponsored Programs grants	-	-	-	-	-	-							
Total Financial Aid Disbursed	\$188,885,965	\$192,183,137	\$199,000,436	\$201,989,635	\$207,480,324	\$212,706,734							
(Total financial aid disbursed does not include tuition discounts and allowances of \$40,897,160 for FY2007; \$38,895,528 for FY 2006; and \$37,796,576 for FY 2005)													

**Figure 7-8
Endowments Held by
WSU Foundation**

WASHINGTON STATE UNIVERSITY ENDOWMENTS HELD BY WSU FOUNDATION										
Endowment and Life Income Fund Report	Year 1 (2003)		Year 2 (2004)		Year 3 (2005)		Year 4 (2006)		Year 5 (2007)	
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
Unrestricted										
Quasi-endowment	15,430,379	17,046,219	17,775,512	19,188,846	22,161,226					
Term endowment	-	-	-	-	-					
True endowment	-	-	-	-	-					
Annuities and life income	-	-	-	-	-					
Total Unrestricted	15,430,379	17,046,219	17,775,512	19,188,846	22,161,226					
Restricted										
True endowment - original corpus	137,227,610	147,900,241	160,644,942	173,919,860	188,252,736					
Term endowments - original corpus	-	-	-	-	-					
Endowments - market increase	1,358,583	15,168,309	21,275,428	36,538,773	67,511,271					
Annuities and life income	37,422,030	40,732,388	41,709,062	48,357,459	52,961,848					
Total Restricted	176,008,223	203,800,938	223,629,432	258,816,092	308,725,855					
WSU Foundation Endowments and Life Income Funds	191,438,602	220,847,157	241,404,944	278,004,938	330,887,081					
WSUF Financial Statements: Line item detail for total above										
Endowment investment securities	154,016,572	180,114,769	199,695,882	229,647,479	277,925,233					
Assets held in charitable trusts	27,558,184	30,480,239	32,361,077	35,528,630	39,371,764					
Contributions receivable from charitable trusts	3,870,559	3,959,612	3,796,991	3,778,434	3,774,688					
Beneficial interest in perpetual trusts	5,993,287	6,292,537	5,550,994	9,050,395	9,815,397					
	191,438,602	220,847,157	241,404,944	278,004,938	330,887,081					

**Figure 7-9
Operating Gifts and
Endowments—
Public Institutions**

WASHINGTON STATE UNIVERSITY OPERATING GIFTS AND ENDOWMENTS - PUBLIC INSTITUTIONS						
WSU Foundation	ACTUAL		PROJECTED		PROJECTED	
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 5 (2009)
Amount	Amount	Amount	Amount	Amount	Amount	Amount
Annual Gifts						
Temporarily Restricted	20,685,354	25,014,113	33,779,568	39,522,095	46,240,851	
Unrestricted	331,862	223,581	39,513	46,230	54,089	
Permanently Restricted	13,630,016	17,908,842	14,945,251	17,485,944	20,458,554	
Plant	-	-	-	-	-	
Endowment Fund Balance						
Permanent	181,920,370	210,458,633	255,764,007	283,231,136	313,716,441	
Term	-	-	-	-	-	
Quasi	17,775,512	19,188,846	22,161,226	23,827,251	24,672,215	
Unrestricted	-	-	-	-	-	
Total	199,695,882	229,647,479	277,925,233	307,058,388	338,388,656	

**Figure 7-12
Capital Investments—All Institutions**

WASHINGTON STATE UNIVERSITY CAPITAL INVESTMENTS - ALL INSTITUTIONS							
	ACTUAL			PROJECTED			
	Year 1 (2005)	Year 2 (2006)	Year 3* (2007)	Year 4** (2008)	Year 5 (2009)	Year 6 (2010)	
	Amount	Amount	Amount	Amount	Amount	Amount	
Land							
Beginning Cost	\$26,741,865	\$29,403,652	\$27,849,472	\$31,181,772	\$31,181,772	\$31,181,772	
Additions	2,765,137	588,188	3,332,300				Assumed no land acquisitions
Deductions	103,350	2,142,368	-	-	-	-	
Ending Cost	\$29,403,652	\$27,849,472	\$31,181,772	\$31,181,772	\$31,181,772	\$31,181,772	
Buildings							
Beginning Cost	\$1,174,982,521	\$1,245,635,340	\$1,278,367,804	\$1,338,083,816	\$1,403,355,966	\$1,624,128,116	
Additions	75,128,955	35,988,254	60,618,694	65,272,150	220,772,150	46,272,150	
Deductions	4,476,136	3,255,790	902,682				Assumed no building disposals
Ending Cost	\$1,245,635,340	\$1,278,367,804	\$1,338,083,816	\$1,403,355,966	\$1,624,128,116	\$1,670,400,266	
Furniture and Equipment							
Beginning Cost	\$246,065,220	\$256,666,412	\$268,996,986	\$284,217,946	\$297,217,946	\$310,217,946	
Additions	18,781,844	18,649,529	19,456,191	19,000,000*	19,000,000*	19,000,000*	
Deductions	8,180,652	6,318,955	3,914,920	6,000,000*	6,000,000*	6,000,000*	
Ending Cost	\$256,666,412	\$268,996,986	\$284,217,946	\$297,217,946	\$310,217,946	\$323,217,946	
Construction in Progress ^ü							
Beginning Cost	\$30,345,815	\$48,920,496	\$65,631,591	\$122,367,525	\$174,002,634	\$53,188,817	
Additions	18,574,681	16,711,095	56,735,934	114,407,259	97,458,333	24,958,333	
Deductions				62,772,150	218,272,150	43,772,150	
Ending Cost	\$48,920,496	\$65,631,591	\$122,367,525	\$174,002,634	\$53,188,817	\$34,375,000	
Debt Service							
Principal	\$6,477,907	\$6,804,083	\$7,443,669	\$8,734,978	\$8,471,375	\$8,757,640	
Interest	8,746,110	8,862,186	8,298,688	13,598,798	14,119,634	13,712,396	
Depreciation (Private Institutions Only)							
*Most recent fiscal year for which audited financial statements are available **Budget for Current Year							
^ü Briefly describe the nature of the projects underway and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (i.e., fund raising programs, debt).							
Additional descriptions on all major projects are printed in the financial statements.							

**Figure 7-13
Institutional Debt**

WASHINGTON STATE UNIVERSITY INSTITUTIONAL DEBT								
	ACTUAL			PROJECTED				
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)	Year 4 (2008)	Year 5 (2009)	Year 6 (2010)	Year 7 (2011)	Year 8 (2012)
	Amount							
Beginning Debt	\$169,666,460	\$182,191,160	\$266,732,995	\$282,418,081	\$301,083,103	\$294,011,728	\$286,654,088	\$279,183,437
Additions	42,575,033	99,648,317	25,390,722	27,400,000	1,400,000	1,400,000	1,400,000	1,400,000
Deductions	(30,050,333)	(15,106,482)	(9,705,636)	(8,734,978)	(8,471,375)	(8,757,640)	(8,870,651)	(8,864,600)
Ending Debt	\$182,191,160	\$266,732,995	\$282,418,081	\$301,083,103	\$294,011,728	\$286,654,088	\$279,183,437	\$271,718,837
Debt Service Payment								
Principal	\$8,167,604	\$9,048,886	\$9,497,908	\$8,734,978	\$8,471,375	\$8,757,640	\$8,870,651	\$8,864,600
Interest	\$9,509,262	\$9,041,546	\$12,888,335	\$13,598,798	\$14,119,634	\$13,712,396	\$13,300,516	\$12,907,496
NOTE: Additions assume \$1.4 million per year in certificates of participation for equipment purchases and a revenue bond issue of \$26 million in 2008 for a new residence hall by Housing & Dining.								

EXHIBITS

Exhibit 7-1	RCW 28B.30.095: Management	Electronic
	RCW 28B.30.150: Regents — General Powers and Duties	
Exhibit 7-2	WSU Foundation Annual Report 2007	Volume II, Electronic, Exhibit Room
Exhibit 7-3	Budget Office Web site	Electronic, Exhibit Room
Exhibit 7-4	WSU Budget Requests	Volume II, Electronic, Exhibit
Exhibit 7-5	WSU Financial Reports	Volume II, Electronic, Exhibit Room
Exhibit 7-6	Business Policies and Procedures Manual	Electronic, Exhibit Room
	Business Policies and Procedures Expenditure Transfers	
Exhibit 7-7	Executive Policy Manual	Electronic, Exhibit Room
	Business Policies and Procedures Manual	
Exhibit 7-8	RCW 39.59 Authorized Investments	Electronic
	RCW 43.250 Investment of Local Government Funds	
	RCW 43.84.080 Investment of Current State Funds	
Exhibit 7-9	Letter of Audit Coverage	Electronic, Exhibit Room
Exhibit 7-10	State Whistleblower Act	Electronic, Exhibit Room
Exhibit 7-11	Hard copy for Exhibit Room	Exhibit Room
Exhibit 7-12	Hard copy for Exhibit Room	Exhibit Room

ADDITIONAL EXHIBITS

List of Reports Provided to Board	Volume II, Electronic, Exhibit Room
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Standard Eight



PHYSICAL RESOURCES

STANDARD 8

Physical Resources

INSTRUCTIONAL AND SUPPORT FACILITIES

Since the last accreditation team visit, Washington State University has continued a robust capital construction and renovation program with more than 1.4 million square feet in new construction added to the campuses since 1999. Another 459,000 square feet have undergone major renovation. These efforts have been fueled by \$723 million in major capital funding provided by the state. An additional \$150 million in minor capital has been utilized to address preservation needs of existing buildings and infrastructure as well as to effect programmatic improvements to those facilities. During this same time period almost \$30 million has been utilized to fund university equipment needs. These efforts in growth and sustainment of WSU's campuses and instructional facilities have been underpinned by a comprehensive master planning process that synchronizes physical facilities planning with the University strategic plan.

Because students' educational experiences at land-grant research universities cross instructional, research, and outreach lines, the number and types of facilities required are numerous. The University's strategic plan guides decisions related to physical resources needed to achieve the institution's mission and goals.

Different from many states, the state of Washington appropriates capital funds separately from the state's operating budget. While competition for funds from other state agencies has steadily increased, WSU has been successful in securing healthy capital construction budgets. Figure 8-1 displays a summary of state capital appropriations from 1999 to the present while [Exhibit 8-1](#) provides a more detailed listing of projects funded during that period.

Among the state's four-year schools during that 10-year period, the University's

share of state capital funding increased slightly, 26 percent to 33 percent, while higher education's share declined in proportion to other state agencies, 47 percent to 37 percent ([Exhibit 8-2](#)). Increasing capital needs combined with declining state support could jeopardize higher education institutions' ability to support and maintain existing facilities while meeting the demands of enrollment growth and expanded research and economic activities. The University will continue to advocate for a fair, if not greater, share of the state capital budget each biennium.

The last two state higher education capacity studies were consistent with the University's campus master planning related to sufficiency of instructional facilities. The studies reported that newer campuses needed to add facilities to accommodate projected enrollment. The reports confirmed that the Pullman campus does not lack traditional classroom space, but lacks faculty office and lab space ([Exhibit 8-3](#) and [8-4](#)).

The University's long-range capital budget plan coincides with these findings, is consistent with the University's strategic plan, and reflects the campus location-specific facility needs. Recent examples include the construction of the undergraduate classroom facility at Vancouver and at Pullman, the multi-disciplinary life sciences research building.

Figure 8-1
State Appropriated Capital Budget History

All State Appropriated Funds* - By Biennium (All Campuses)		
	State & WSU Funds	Cumulative Total
2007-09	\$190,790,002	\$722,567,679
2005-07	\$134,515,002	\$531,777,677
2003-05	\$150,066,001	\$397,262,675
2001-03	\$105,984,300	\$247,196,674
1999-2001	\$141,212,374	\$141,212,374

Because of the number and advanced age of many of the Pullman buildings and those at statewide research centers, some programs are housed in facilities that were adequate for the kinds of science or teaching conducted 50 years ago, but may be less than optimal today. The majority of facilities at branch campuses are relatively new, modern, and adequate for current teaching and research requirements.

While the state capacity studies did not address quality or suitability of existing instructional spaces (only whether or not the space existed), the 2007-09 study is designed to give institutions an opportunity to address capacity, programmatic, technological factors and the “quality” of teaching, research, and other mission-critical spaces.

In planning major new facilities or renovation, the University conducts a needs analysis and planning process for each proposed project including alternatives considered to meet the project’s operational program requirements. During programming

and predesign, discussion is framed within a 10-year timeframe and considers the following: co-location and/or consolidation; renovation; rearrangement of uses or users (adjacency needs, back-filling scenarios); leasing; or no action.

All projects consider energy-efficient siting, infrastructure access, sustainable and “green building” design practices and components, and use of technology to reduce operating and capital costs. Existing space is evaluated for adequacy and accommodation and if it is determined that new space or renovation is necessary, the budget request process begins.

In older facilities not being considered for major renovation, furnishings are added, replaced, or upgraded using a variety of sources. Areas use operating budget funds, equipment allocations, funds generated from indirect cost recovery, gifts, or other internal funds as appropriate. Furnishings are also upgraded as minor capital renovations or upgrades are undertaken in work, study, and research spaces. This is true at all campus locations.

During predesign for major construction or renovated facilities, furnishing needs and issues that might require further study, such as energy conservation and telecommunications, are identified. Users are encouraged to identify present and future needs for the facilities like departmental space needs; ergonomic; safety and ADA code requirements; utility, data, and electrical requirements; furnishings; and equipment. With early programming meetings, the planners and designers can conduct client interviews and complete needs assessment surveys as they work through building design. Funding for fixed equipment and furnishings is factored into the major capital construction budgets.

Each of the WSU campuses and research and extension centers is staffed to provide daily maintenance and operations of the facilities at their respective locations. Like most public institutions of higher educa-



tion, the maintenance and operations of facilities and grounds is an on-going challenge for the University. Funding is provided by the legislature when a new facility comes on line at a rate per gross square foot which remains essentially unchanged for the life of the facility unless it undergoes major renovation. Because no adjustments (other than cost-of-living and employee benefit increases) are provided for inflation, operating maintenance budgets do not keep pace with current costs. The net effect of eroded funding levels is reduced staffing in all facets of facility care, increased workloads for remaining staff, reduced frequency of some support services, and deferral of lower priority requirements. This contributes to accumulation of deferred maintenance backlog. [Exhibit 8-5](#) portrays the trend over time for operations and maintenance funding for facilities in both current and constant dollars as well as the growth in square footage for all University campuses.

In 2001 the state legislature mandated a study by the Joint Legislative Audit and Review Committee (JLARC) to gather more accurate inventories of higher education facilities, gauge the relative condition of buildings, and estimate the magnitude of preservation backlogs across institutions on a comparable basis. This study, referred to as the “comparable framework,” was completed in 2003 and has been updated on two occasions. This study estimated the deferred maintenance backlog for WSU at \$395 million statewide. Of the buildings over 1,999 square feet, 12.3 percent were rated in

superior condition, 25.5 percent adequate, 48.4 percent fair, and 13.9 percent needs improvement. On a scale of 1 to 5, with 1 being Superior and 5 being Needs Improvement, this study rated WSU facilities at an average of 2.64.

In response to the data presented in the 2003 comparable framework, the state legislature significantly increased minor capital funding provided for preservation of facilities or the reduction of deferred maintenance in the last three biennial budgets. Prior to the results of this study, minor capital preservation funding appropriated for WSU averaged less than \$6 million per biennia. Since the study, that amount has increased to an average of \$33 million per biennia. The last 10 years of minor capital preservation funding is displayed in [Figure 8-2](#).

Preservation projects are prioritized based on facility condition assessments conducted by University facilities staff, including input from building occupants, and funding is applied to those projects that will have the most impact in terms of reduction of deferred maintenance and improvement in facility conditions. A sample facility condition assessment is displayed in [Exhibit 8-6](#). The minor capital preservation program for the 2007-09 biennium is displayed in [Exhibit 8-7](#).

Preservation funds appropriated by the legislature have also been leveraged through the use of an Energy Services Performance Contract, which has netted an additional \$8.9 million dollars since FY01 in energy

Figure 8-2
Minor Capital Appropriations, 1999-2009

Biennium	Minor Capital Renewal (\$M)	Minor Capital Safety (\$M)	Minor Capital Improvement (\$M)	Minor Infrastructure (\$M)	Total (\$M)
FY07-09	\$31.90	\$3.0	\$8.0	\$4.0	\$46.90
FY05-07	\$30.50	\$2.0	\$6.0	\$2.3	\$40.80
FY03-05	\$25.78	\$3.0	\$6.2		\$34.98
FY01-03	\$6.00	\$1.0	\$7.0		\$14.00
FY99-01	\$6.00	\$2.0	\$6.0		\$14.00

savings and rebates for use in funding facility and utility improvements such as lighting retrofits, chiller replacements, and mechanical system upgrades.

WSU also receives state minor capital appropriations to address safety improvement requirements for facilities statewide. This appropriation is used to fund projects prioritized by the Department of Environmental Health and Safety with input from the director of public safety, the emergency management coordinator, and the fire marshal. Departmental and building safety committees are instrumental in identifying facility safety issues that need to be addressed and submitting them to Environmental Health and Safety via hazard notifications.

The benefits of the increase in preservation funding and the structured approach to project prioritization can be seen in the progressive improvements in building conditions reflected in the 2006 and 2008 updates of the comparable framework. Average building condition scores have progressively improved from the initial average of 2.64 in the 2003 report to 2.57 in 2006, and 2.48 in 2008. This is mirrored in the Facility Condition Index (FCI) which is a ratio of the deferred maintenance backlog to the current replacement value of the facilities. While

the overall deferred maintenance backlog has grown due primarily to the effects of inflation, reported at 10.2 percent from 2006 to 2008, the FCI has steadily improved from 14.78 percent in 2003, to 13.72 percent, and 12.97 percent in 2008. Figure 8-3 displays a summary of the institutional profiles associated with each of the comparative framework studies.

WSU has a long history and commitment to protecting and enhancing the health and safety of its faculty, staff, students, and visitors. A decade-long trend of reduced accidents and illnesses ([Exhibit 8-8](#)) is due in part to a coordinated effort to implement and improve health and safety design and construction standards and a maintenance system. The standards and maintenance systems attempt to maximize protection, keep current with technology changes, increase ease of use, and minimize the need for maintenance.

The WSU health and safety design and construction standards are developed and continuously improved through input from colleagues at other institutions of higher education, regulatory agencies, and from University safety offices (public safety, radiation safety, research biosafety, environmental health and safety, risk management,

Figure 8-3
Institutional Profile Comparative Framework Studies, 2003-08

	2003	2006	2008
Total Number of Owned Building	852	823	829
Total Amount of Owned Space (Gross Square Feet – GSF)	11,438,919	11,660,842	12,135,597
Total Number of State Capital-Supported Buildings over 1999 GSF	320	326	329
Total Amount of State Capital Supported Space over 1,999 GSF	8,336,317	8,570,177	9,026,413
State Capital-Supported Space as % of Total Space	73%	73%	74%
Estimated Current Replacement Value (CRV)	\$2,334,529,813	\$2,876,788,295	\$3,166,373,669
Average Building Age	37 years	40 years	42 years
Average Building Condition Score	2.64	2.57	2.48
Estimated Total Preservation Backlog	\$344,961,454	\$394,654,931	\$433,753,942
Facility Condition Index (FCI)	14.78%	13.72%	12.97%

campus veterinarian) and safety committees (presidential health and safety, institutional biosafety, institutional animal care and use, reactor safeguards, and radiation safety, regional campus, agricultural research extension center and unit safety committees). WSU's health and safety design standards are used for both new construction and remodeling projects. They are accessible on the WSU capital planning and development Web site at <http://www.cpd.wsu.edu/UDCS>.

WSU requests and receives minor capital appropriations to address safety improvement requirements for facilities statewide. Routine maintenance and testing are performed on health and safety facility features such as laboratory fume hoods and biosafety cabinets; fire alarm systems and sprinklers; emergency showers and eye washes; etc.

With respect to access, WSU is committed to providing accessibility to its services, programs, facilities, and employment for individuals with disabilities. From 1993 through 2008, the direct investment for facility accessibility improvements totals \$1.86 million ([Exhibit 8-9](#)). In addition to this direct investment, major and minor capital projects often include elements of accessibility where it may not have previously existed as code requires accessibility issues to be addressed. All new building construction is designed to meet ADA federal and state standards and often provides access beyond what is required by law. Of the University's 128 core buildings statewide, 90 percent are ADA accessible ([Exhibit 8-10](#)).

WSU's commitment continues through the work of the president's Commission on the Status of Individuals with Disabilities, the assistive technology committee, the Disability Resource Center, the ADA facilities committee, and the ADA coordinator. These groups address specific needs as they arise and prioritize ongoing improvements and support WSU's ultimate goal of a barrier-free university.

Appropriate Physical Facilities for Off-Campus Sites

Academic and research programs offered off the primary campus occur at regional campuses, research and extension centers, learning centers, and sometimes through partnerships with community colleges.

Facilities on the regional campuses are relatively new and modern facilities designed to meet the needs of program offerings. A number of older facilities at outlying research and extension centers lack the capacity to enable faculty to conduct modern science unless major renovation or new construction is implemented. All of these centers are administered by the College of Agricultural, Human, and Natural Resource Sciences; therefore, efforts by this college have focused on the improvement of these outlying facilities. The University's long-range capital plan incorporates facilities needs for these centers. Additional dormitory and housing for graduate students at the research and extension centers is planned.

Increasing emphasis on molecular techniques for enhancing field research is being addressed in development of core molecular labs and renovation of existing space at the research and extension centers. Some academic departments have significant percentages of their faculty located in these centers and they are viewed as having capacity to enhance graduate student numbers, provided these students can access classes via distance delivery. Upgrades of communication networks, including both expanded bandwidth and quality of transmission and receiving equipment, are being addressed to enhance capacity for faculty at these centers to participate in formal delivery of classes.

Standards Met When Facilities Are Owned or Operated by Other Organizations

Some WSU programs are offered in facilities that are owned and operated by other organizations. Generally, this occurs off the campuses for programs such as 4-H Extension, teacher training in K-12 facilities, area hospitals for nursing, and education abroad programs. Before programs begin, a site visit is made to determine the quality of facilities and a memorandum of agreement is created by all involved parties for how the facilities will be used, operated, and maintained.

Some facilities exist on WSU property, but are owned by another organization. USDA-owned buildings, for example, are sometimes located on WSU-owned property. Many WSU researchers work closely with federal USDA scientists. The adequacy of these facilities for WSU educational purposes is consistent with that experienced in WSU-owned facilities.

EQUIPMENT AND MATERIALS

Instructional computing, information technology services, and university-wide administrative systems and services are coordinated through the Office of the Vice President for Information Services and Chief Information Officer. Detailed information about administrative, faculty, and student computing, as well as instructional technology, is included in Standard 5.

Academic Media Services (AMS) manages general classrooms in Pullman and the bulk of distance education technology (more information can be found in Standard 5). Of the 132 general university classrooms located on the Pullman campus, most are equipped with media-rich technologies allowing faculty to access a variety of materials (video, internet, computing, document camera, etc.). A content distribution system is centralized so that faculty can access their video/audio materials directly from the classrooms. Currently 80 percent of the classrooms are connected to the centralized content distribution system and offer full access to computers, internet, and media.

In addition to maintaining and supporting instructional classroom technology and equipment, AMS maintains videoconference facilities that are designed to be fully interactive, with two-way video and audio allowing simultaneous instruction to all WSU sites. The University delivers 300 courses per year statewide via video conferencing.

Challenges include upgrading the performance and reliability of the distance-learning network and recapitalizing equipment in university classrooms. The provost's general university classroom committee coordinates planning for and allocates funds for Pullman classroom renovation and equipment ([Exhibit 8-11](#)). With funds available through the capital planning process, 23 classrooms will be upgraded by AMS in the 2007-09 biennium so that 83 percent of the general classrooms are connected to the content distribution system ([Exhibit 8-12](#)). Departmental classrooms are decentralized and upgraded by the associated colleges.



As the regional campuses develop, new enrollment funding and construction of new facilities have provided equipment funds for classrooms and laboratories. Each campus manages the spaces on site, and regional campus leadership participates in the internal university process for allocation of additional equipment funds. For example, the Nursing Building, scheduled for occupation in spring 2009, will be equipped with video conferencing and learning management tools, as well as human simulation mannequins and new research lab equipment and space.

General instructional computing on the Pullman campus is provided principally through Student Computing Services. Many of the different instructional programs provide their own specialized instructional computing to meet the needs of their disciplinary teaching. For example, the College of Veterinary Medicine maintains extensive student computing services through its Veterinary Information Systems Unit, including a college intranet, distributed computing labs, small-group study areas, software support for veterinary medical informatics, and instructional systems. WSU Vancouver's student computer labs provide Windows XP-based and Macintosh computers, with a full complement of software. Students at WSU Spokane are supported through a central help desk and have access to a computer lab with a full complement of productivity, Internet, and statistical software. Laptops are available to students for presentations and use on campus. Students of the Interdisciplinary Design Institute also have access to a Computer Aided Drafting (CAD) lab, Workstation Design Studio, and instructional lab. Wireless networking provides seamless connectivity to the Local Area Network and Internet. WSU Tri-Cities campus provides students with Linux/UNIX based email, file sharing, and Web site space. Two instructional labs are available for student computing. Other computer labs, tools, and services are available to meet the engineering students' specialized computing needs.

Instructional equipment for specialized laboratories and departmental classrooms is generally provided at the college level, and is not centralized. Each college has different procedures for upgrading this equipment, and more information about these procedures can be found in college self-study documents. For example, the College of Sciences has an instructional equipment committee coordinated by the dean's office, and recently received an allocation to facilitate upgrades and acquisitions.

In addition to instructional equipment, WSU provides extensive graduate and professional education programs that depend on research equipment in individual faculty labs and in core University facilities, such as the Franceschi Microscopy and Imaging Center. These research facilities also benefit undergraduate students. Maintaining state-of-the-art research equipment is a significant challenge, but one which WSU meets with a variety of resources, both internal and external. Core research equipment is obtained through a combination of internal funds and competitive grants from programs such as the Murdock Trust, the W.M. Keck Foundation, the National Institutes of Health, and National Science Foundation. For the period FY2003-07, the WSU faculty has received \$8.5 million in awards from these programs to upgrade core facilities and equipment ([Exhibit 8-13](#)).

Funding for faculty start-up equipment is a continual challenge in recruiting. Each college has pools of reserves for such expenses, and a significant portion of WSU's state omnibus equipment appropriation funds the startup packages. Figure 8-4 displays the omnibus equipment appropriations received for the past 10 years.

Figure 8-4
Omnibus Equipment History—Ten Years

All State Appropriated Funds—By Biennium (All Campuses)	
	Total Funds
2007-2009	9,000,000
2005-2007	7,000,000
2003-2005	4,380,000
2001-2003	6,000,000
1999-2001	3,500,000

Requests and needs for equipment far outweigh available state funding. One indication of the backlog, for example, is the size of the campuses' college/departmental requests for state funding. The funding was only \$9 million. In 2005-07, requests totaled \$25 million and available funding \$7 million. While WSU is fortunate to have omnibus equipment funds appropriated through the capital budget process, individual campuses and units have to look to other sources to address their equipment backlogs.

Equipment Maintenance and Inventory

On the Pullman campus, Academic Media Services (AMS) employ trained staff to maintain and inventory general University classroom technology and instructional equipment (e.g., document cameras, projectors, computers, and control panels). The need for replacements and upgrades are referred to the University classroom committee as identified. The regional campuses also employ on-site technicians responsible for the equipment (Exhibit 8-14 and 8-15).

Individual researchers are responsible for maintaining research equipment in their laboratories. Depending on the individual and the specific equipment, this is often handled on a pay-as-needed basis, but service contracts are occasionally maintained. Department and college equipment is handled similarly. Most departments (or colleges) have one or more equipment coordinators who look after equipment; again, repair is often pay-as-needed, with the ex-

ception of service contracts which are often maintained on more expensive or critical instruments. Core facilities (e.g., the Franceschi Microscopy and Imaging Center and the Laboratories for Biotechnology and Bioanalysis (LBB I and II) typically collect user fees in addition to other allocated funds from a variety of permanent and temporary resources (such as F&A) to repair, maintain, and/or upgrade equipment, or to purchase service contracts.

Inventory control at WSU is largely the responsibility of academic units (e.g., departments and colleges). Departmental equipment coordinators track inventory in conformance with WSU's *Business Policies and Procedures Manual* (BPPM) (Exhibit 8-16), which outlines inventory control procedures mandated in the Revised Code of Washington (RCW) and Washington Administrative Code (WAC). Specific sections include BPPM 20.50, 20.51, and 20.53.

Use, Storage, and Disposal of Hazardous Materials

Use, storage, and disposal of hazardous materials at WSU are done in accordance with the institution's *Safety Policies and Procedures manual* (Exhibit 8-17). Chemical, biological, and radiological hazardous materials are monitored and controlled by the user, with assistance from the environmental health and safety office, research biosafety officer, nuclear radiation center, and radiation safety office.

The presidential University Health and Safety Committee, Institutional Biosafety Committee, Reactor Safeguards Committee, and Radiation Safety Committee assist users to monitor and establish policies and procedures for hazardous materials use, storage, and disposal at WSU.

PHYSICAL RESOURCES PLANNING

WSU has a main campus in Pullman, Washington, three regional campuses in Spokane, Tri-Cities, and Vancouver, and research and extension centers statewide. While each campus is in a different stage of development and has different program emphasis, the master plans are consistent with the mission and strategic plan of the institution as a whole. Master plans for all campuses and research and extension centers are available for review in the source document room.

The office of Capital Planning and Development (CPD) is responsible for the physical master plans for all campuses and regularly updates the plans reflecting the results of each capital budget request process. CPD, Facilities Operations, and Information Technology Services also provide input during the request process on proposed infrastructure, preservation, health/safety/code, and modernization projects.

Historically, construction of new buildings at WSU Pullman has been discipline-specific. Development of regional campuses includes more flexibility as campuses are not yet mature in program offerings nor enrollment. Consistent with the strategic plan, the University is committed to developing inter-disciplinary research and teaching spaces. An important change in the planning process during the last 10 years is the development of planning precincts. As a new major capital project is proposed, a precinct plan is developed that comprehensively looks at the current utilization of space, condition, age of structures, and the future needs for space allocation for a college or a multi-disciplinary program.

The planning precincts show the different areas of administration, academic departments, recreation, athletics, housing, and support services. An example of a multi-disciplinary precinct is the WSU Pullman Research and Education Complex. This complex will provide seven state-of-the-art facilities for multiple colleges such as the

College of Agriculture, Human, and Natural Resource Sciences; the College of Sciences; and the College of Veterinary Medicine. Two of the seven facilities have been constructed, two are in design. The remaining buildings are in the University's long range master plan and capital budget request.

Not all the precincts have been fully planned. As major capital projects are considered, the objective is to enable a broader and more in-depth understanding of the academic departmental needs for new facilities. Examples of precinct plans are displayed with the master plans available for review in the source document room.

Facilities Development and Renovation Budget Planning

The University's strategic plan is the basis for biennial state capital budget requests and long-range capital funding plans. Academic units inform the provost of their intention to advance a capital project/concept, and non-academic units work through their respective vice presidents. Capital Planning and Development (CPD) project managers offer their expertise in assessing college space needs and alternatives and help deans, vice presidents, and regional campus chancellors develop their respective major capital requests. Capital budget hearings are held in January of even years, giving deans, vice presidents, and regional campus chancellors the opportunity to present their capital needs and plans.

The offices of the provost and executive vice president, vice president for business and finance, CPD, and the budget office work together to combine input from the hearings and other sources into a single coherent plan for the University that becomes the biennial capital budget request to the state. While the funding request is for the upcoming biennium, the materials include the University's plans for the next 10 years. The 2009-11 timeline and process document is available as [Exhibit 8-18](#). The current 10-year capital project list, which

represents the University's plan, is also available as [Exhibit 8-19](#).

Besides major capital projects, the state request includes pools of funding for minor capital preservation and improvement projects. When the state appropriations become available, the University distributes minor capital funding through an internal allocation process ([Exhibit 8-20](#)). The University also pursues public/private/federal opportunities for securing needed facilities. Recent examples of facilities constructed with non-state or a mix of funding include the bioproducts facility in Tri-Cities and the federally funded agricultural research service building programmed for the Pullman campus. The remodel and expansion of the Firstenburg Student Commons at WSU Vancouver included private, state, and student fee funding.

For operating new facilities, the University includes maintenance and operations funds for newly constructed facilities in the state operating budget request. Historically, the state has funded the University's requests.

All new construction and renovations adhere to 1991 American with Disabilities Act guidelines. Plans are reviewed by code enforcement officials to ensure compliance. For existing facilities not undergoing renovation, a presidential ADA committee meets regularly to assess needs, priorities, and budget requirements for improvements. The Disability Resource Center, Human Resource Services, and Parking and Transportation Services assist in ensuring that the public has access to facilities.

Security requirements are identified in the planning process and factored into design for new construction or renovations. Risk assessments for each new capital project are performed with WSU security personnel to address potential hazards and mitigation measures. The assessment includes security stakeholders and includes buildings, campus infrastructure, and public open spaces.

Board Involvement

The WSU Board of Regents, as the governing body for the University, meets at least once per year at each campus and approves all campus master plans and subsequent operating and capital budget requests. Once a capital project is funded, the board reviews and approves the pre-design, design, and construction phases for physical facilities.

WSU utilizes an advisory committee system to provide opportunities for students, faculty, and staff to be involved in the physical planning and operations of the campus. They provide a useful platform for discussion of current issues and communication to the greater campus public about particular topics such as parking, historic preservation, policies, and land use. Examples include the Campus Use Committee; General University Classroom Committee; Land Use Committee; Historic Preservation Committee; Parking and Transportation Task Force; and project-specific building committees.

SUMMARY

WSU's most significant challenge in providing adequate physical resources to support education and research has been and will continue to be provision of adequate operating funds to ensure existing and new facilities are maintained at a level to stem the growth in deferred maintenance. Ensuring that the University (and higher education) maintains its proportionate share of the state capital budget is also a significant challenge.

Since the last NWCCU Accreditation visit in 1999, significant changes have been made in University facility planning, maintenance, and operations, all closely linked to the University strategic plan.

1. Comprehensive master plans have been developed for all University campuses and the research stations and include development of detailed precinct studies.

2. Concerted effort has been made to improve the condition of existing facilities through aggressive preservation funding requests and to increase operations and maintenance funding levels provided for new construction.
 3. With increased competition for state capital funds and where appropriate, the University has advocated construction of facilities for multidisciplinary teaching and research programs rather than single-discipline facilities.
 4. While higher education's share of the state capital budget has decreased since 1999, WSU's share of higher education's capital budget has been stable or increased.
 5. Sustainability has become a major factor in facility planning and maintenance.
 6. A comprehensive energy conservation program has leveraged existing preservation resources while reducing energy consumption and improving operability and maintainability of existing facilities.
 7. Branch campuses have continued to expand with new construction to serve the growing enrollments and programs at those urban locations.
- In order to maintain existing facilities and expand in the most strategic program areas, WSU will need to not only stay competitive for state capital funding and continue efforts to improve operations and maintenance funding for new and existing facilities, but aggressively seek non-state resources to insure that the quality and quantity of physical resources are in place and not hindering progress toward university goals.

EXHIBITS

Exhibit 8-1	Capital Project History	Volume II, Exhibit Room, Electronic
Exhibit 8-2	Share of State Capital Funding by Biennium	Volume II, Exhibit Room, Electronic
Exhibit 8-3	State Higher Education Capacity Study I	Exhibit Room, Electronic
Exhibit 8-4	State Higher Education Capacity Study II	Exhibit Room, Electronic
Exhibit 8-5	Trend Over Time for Operations and Maintenance Funding	Exhibit Room, Electronic
Exhibit 8-6	Sample Facility Assessment	Exhibit Room, Electronic
Exhibit 8-7	Minor Capital Preservation Program 2007-09	Exhibit Room, Electronic
Exhibit 8-8	Ten Year Trend of Accidents and Illnesses	Volume II, Exhibit Room, Electronic
Exhibit 8-9	Facility Accessibility Improvement Projects 93-08	Exhibit Room, Electronic
Exhibit 8-10	Building Accessibility	Exhibit Room, Electronic
Exhibit 8-11	Pullman Classroom Renovation and Equipment	Volume II, Exhibit Room, Electronic
Exhibit 8-12	Progress on Classroom Technology Upgrades	Exhibit Room, Electronic
Exhibit 8-13	External Awards to Upgrade Research Facilities and Equipment	Exhibit Room, Electronic
Exhibit 8-14	Classroom Technology & Instructional Equipment I	Exhibit Room, Electronic
Exhibit 8-15	Classroom Technology & Instructional Equipment II	Exhibit Room, Electronic
Exhibit 8-16	WSU Business Policies and Procedures Manual Property Control	Exhibit Room, Electronic
Exhibit 8-17	Safety Policies and Procedures Manual	Exhibit Room, Electronic
Exhibit 8-18	2009-11 Capital Budget Process	Volume II, Exhibit Room, Electronic
Exhibit 8-19	WSU 10 Year Capital Plan	Volume II, Exhibit Room, Electronic
Exhibit 8-20	Minor Capital Internal Allocation Process	Exhibit Room, Electronic

WEB SITES

Uniform Design and Construction Standards

<http://www.cpd.wsu.edu/UDCS>

Standard Nine



INSTITUTIONAL INTEGRITY

STANDARD NINE

Institutional Integrity

HIGH ETHICAL STANDARDS

The ethos of Washington State University arises from an extensive body of institutional values and policies buttressed by state and federal law. At every level of the institution, ethical responsibilities and expectations are clearly documented and communicated to employees, the public, WSU's constituents, and the citizens of the state.

The University's ethical commitments begin with the institutional values affirmed in WSU's strategic plan which include inquiry, diversity, character, and stewardship. Annually the University re-asserts its commitment to just and equitable treatment for all through the institution's affirmative action plan. WSU is governed by Washington state laws on ethics for state employees. The academic and educational enterprises of WSU are sustained by policies on the ethical conduct of research, scholarship, and teaching, including the Faculty Code of Professional Ethics ([Exhibit 9-1](#)). WSU's Standards of Conduct for Students ([Exhibit 9-2](#)), which emphasize educational interventions and establish ethical standards for students in both academic and co-curricular settings, were significantly revised in a lengthy and inclusive process in 2006-07. Academic freedom, the cornerstone of U.S. higher education, is secured by policies in the Faculty Code of Ethics as well as by WSU's institutional adherence to the AAUP's Statement of Principles on Academic Freedom and Tenure. The University's business relationships and transactions are thoroughly regulated to ensure responsible stewardship of state dollars and fair treatment of its business partners. Legislative and governmental relations are likewise regulated by state and federal law, as well as internal policy, to promote a high level of ethical interaction. Intercollegiate athletics is an important component of the University and its training of student-

athletes. The athletic department is subject to the institutional standards mentioned above and to the constraints of the Pac-10 Conference and of the NCAA. These constraints deal with academic integrity, institutional control, and student-athlete performance ([Exhibit 9-3](#)).

All WSU policies are sustained and disseminated through extensive training and regular communication. At the most senior level, the Board of Regents, the president, and the provost establish and communicate ethical standards for the institution, either as a regular matter of record or in response to events on campus. WSU prides itself on a commitment to transparency and accountability. The University upholds public record and open meeting laws, as well as the reporting of campus crime statistics, including complaints of illegal discrimination. State ethics training is provided for all employees, as is sexual harassment prevention training, in both online and in-person formats. Specialized training is mandatory for any employee who deals with student or personnel records, for researchers employing human or animal subjects, for new supervisors, and for new employees. Extensive training also is available for new faculty, for department chairs, and for staff and administrators in intercollegiate athletics.

Because breaches of ethics can arise, systems to assess and uphold the ethical commitments of the institution are a necessary part of WSU's structure. These monitoring organizations include the Office of the Attorneys-General, the Office of the Internal Auditor, the Center for Human Rights, Institutional Technology, the Office of the Ombudsman, the Office of Student Conduct, and Human Resource Services. These offices ensure that the University is complying with its own high standards, and that where it has failed to achieve that compliance, appropriate action is taken to restore good

order. Moreover, these units help the University respond proactively with educational and other interventions. Taking action to correct institutional failures can build trust in the ethical conduct of the institution.

Case Note 1—Accurate Representation to External Agencies:

A staff member at one campus, believing that it was important to meet enrollment targets, entered data that erroneously inflated the number of course enrollments. There were no financial benefits to either the staff member or the University. Upon discovery, the misrepresentations were corrected, the staff member—along with three administrators who either knew or should have known about the staff member’s actions—were released or reassigned, new controls were put in place to prevent reoccurrences, and additional audits and training were performed throughout the University.

Case Note 2—Conflict of Interest: A college administrator accepted special benefits from a donor in a manner that could be viewed as endorsement of that donor’s product. The product was returned, the administrator disciplined, and additional, required ethics training was provided to all University administrators.

REGULAR EVALUATION AND REVISION

WSU regularly evaluates and, as necessary, revises its policies, procedures, and publications to ensure continuing integrity throughout the institution. University-wide policies, procedures, and publications are reviewed and updated on a regular basis. The major policies and procedures manuals and documents listed below are available electronically to University faculty, staff, and students.

- Washington Administrative Code (Exhibit 9-4)
- Faculty Manual (Exhibit 9-5)
- Executive Policy Manual (Exhibit 9-6)
- Washington State University General Catalog (Exhibit 9-7)
- Academic Regulations (Exhibit 9-8)
- Business Policies and Procedures Manual (Exhibit 9-9)
- Safety Policies and Procedures Manual (Exhibit 9-10)

- Educational Policies/Procedures Manual (Exhibit 9-11)
- Graduate School Academic Policies and Procedures (Exhibit 9-12)
- Collective Bargaining Agreements (Exhibit 9-13 [police guild; WFSE])
- Administrative and Professional Personnel Handbook (Exhibit 9-14)
- Laboratory Safety Manual (Exhibit 9-15)

The Office of Procedures, Records, and Forms coordinates Washington Administrative Code (WAC) rule-making and plays a primary role in the adoption and indexing of WAC rules as they pertain to the Administrative Procedure Act. The University has designated the director of the Office of Procedures, Records, and Forms with responsibility for rules coordination. The WAC provides details on administrative rules that are important to all members of the University community, such as parking, access to University records, and use of University facilities. The office provides the following specialized assistance to University officials:

- Acts as a resource for information pertaining to rules under review and the rule-making process
- Initiates rule reviews
- Maintains the official docket of current rules under review
- Coordinates rule proposals and revisions with the state Code Reviser’s Office
- Administers public hearings
- Coordinates central publication of adopted rules
- Maintains the permanent rule adoption file.

The Office of Procedures, Records, and Forms manages a central policies and procedures Web site which includes the *Business Policies and Procedures Manual*, the *Safety Policies and Procedures Manual*, and the *Executive Policy Manual*. The Web site includes direct links to the other official policy Web sites listed above. The Office of Procedures,

Records, and Forms edits and coordinates the approval of policy and procedures statements published in the *Business Policies and Procedures Manual* and *Safety Policies and Procedures Manual*. In addition, the office coordinates a regular review of existing sections of these manuals in accordance with the review policy for each manual. The office also publishes the *Executive Policy Manual*, initiated in 2001, which is a compendium of policies approved by University executive officers. Every effort is made to maintain the currency of these documents. Since May 1997 the office has made more than 900 policy and procedure changes to this Web site.

The *Faculty Manual* contains policies and procedures governing faculty rights, privileges, and responsibilities. Revisions to the manual are passed by the Faculty Senate and approved by the president and the Board of Regents. The Faculty Senate has updated the *Faculty Manual* several times during the last decade.

The *General Catalog* is a comprehensive reference guide for WSU students. It is compiled to provide an overall view of the programs and courses at the University and the rules that pertain to admissions, registration, tuition, and graduation. A printed version of the *General Catalog* is published annually in June.

The *General Catalog* is also published on the University Web site. In addition, a catalog is published by the Graduate School on the University Web site. Most academic departments and colleges maintain their own Web pages with additional information.

The *Schedule of Classes* is published each semester on the University Web site and gives additional detailed information on courses offered, class hours, and classroom locations, and contains the latest calendar dates, fees, and details on registration.

The Office of the Registrar coordinates the updates and revisions to the printed *General Catalog* and to the information from the *General Catalog* that is published on the University Web site. The Graduate School coordinates the updates and revisions to the information from the *Graduate Catalog* that is published on the University Web site.

Continuous review of all content is an essential part of the process of preparing new catalogs. Academic deans are charged with reviewing and approving materials from units under their jurisdictions. Material in the opening general information section is reviewed and revised by appropriate University officers and content experts to ensure accurate and up-to-date descriptions.

Other official manuals are updated as necessary by responsible University offices, i.e., *Educational Policies and Procedures Man-*



ual by the Faculty Senate and the Registrar; *Graduate School Academic Policies and Procedures* by the Graduate Studies Committee, Faculty Senate and the Graduate School; *Laboratory Safety Manual* by Environmental Health and Safety; *Administrative and Professional Personnel Handbook* by Human Resource Services; and *OGRD Memorandums* by the Office of Grant and Research Development. Collective bargaining agreements reflect policies negotiated between the WSU administration and specific bargaining units.

ACCURATE AND CONSISTENT REPRESENTATION

WSU communicates extensively with its constituencies, the public, and prospective students through catalogs, print and electronic publications, Web sites, and official statements. No matter the vehicle of communication used, University personnel are committed to achieving the highest standards of accuracy and consistency in such materials and messages.

The president and provost actively communicate with internal and external constituencies. University faculty members have an important role in the production of the catalog at several steps in the process. They also review for accuracy public materials such as news releases about their teaching, research, and service.

The University employs experienced professionals in areas such as internal communication and periodicals, marketing communications, the news service, university publishing, and WSU's colleges. They use best practices in review of copy, photographs, and related materials to ensure accurate facts and appropriate portrayal of the University. Many are aware of and support the professional standards of ethics promulgated by the Council for Advancement and Support of Education. WSU is an institutional member of CASE.

President Elson S. Floyd communicates views, decisions, and developments through his weekly Perspectives columns ([Exhibit 9-16](#)) available to all WSU constituencies and the public via the Internet. He holds open forums with the University community to provide updates and answer questions, and meets with student leaders. Several University vice presidents use similar methods for communicating with WSU students. This open communication helps ensure that accurate information is available ([Exhibit 9-17](#)).

WSU adopted a marketing communication and branding approach to communication with prospective students in 2001. The president, provost, deans, and other University leaders, played an essential role in the development of the brand promise, brand messages, and marketing plan goals. This shared commitment to the new approach for student recruitment material— in print, on the Web, and in person—resulted in a new level of consistency in such communication across all WSU colleges and departments.

In addition, the new marketing communications approach was developed in conjunction with the 2002-07 strategic plan. All materials are reviewed by both content experts and editors, and typically people from different departments, in order to cross-check facts and descriptions. This helped ensure that communication to prospective students and their parents was consistent with WSU values, vision, mission, and goals. This integration was most noteworthy in the University's strategic work to recruit and retain more high-ability students and to increase the willingness of state leaders and the public to recommend WSU as a school of choice. Increased enrollment of high-ability students and surveys conducted by external experts measured meaningful progress on these and other factors.

Partnerships and consulting relationships with faculty, including the Faculty Senate, academic leaders, and individual professors, are utilized to ensure that materials are

accurate and reflect the University and the work of individual professors in a manner that ensures WSU's integrity.

The University uses a similar multi-unit process when responding to surveys for external publications that are intended for use by prospective students and parents. A team that includes staff from institutional research, marketing communications, and University relations work together to ensure accuracy and appropriateness of descriptions and data submitted to organizations and publishers who request responses to such surveys.

Official statements for the University are prepared and released on behalf of the president, provost, or other senior leaders of the institution, depending on the topic. These often relate to University decisions, policies, or difficult or crisis situations. The statements may be released to WSU constituency groups, to the news media, or both. Letters, e-mail messages, news releases, and Web postings are among the vehicles used to communicate such statements.

The vice president for University Relations and the director of the WSU News Service ([Exhibit 9-18](#)) work with University leaders to gather facts, assess situations, and develop draft statements. The professional news staff who often lead this work aim to meet or exceed journalistic standards for accuracy. As with other University materials, drafts of official statements are reviewed by a number of individuals, including senior leaders and content experts, for accuracy and appropriateness.

The 2008-13 Strategic Plan states as one of its four core goals to “embrace an environment of diversity, integrity, and transparency.” This speaks directly to the importance WSU places on integrity and accuracy in communications as they are essential for building an academic community with a high level of trust and respect among its members.

CONFLICTS OF INTEREST

A conflict of interest arises when a person in a position of authority or trust is faced with competing financial, personal, or professional interests that make it difficult for him or her to perform duties impartially. A conflict situation can lead to a behavior or lack of behavior that is not in the best interests of the institution or its constituents. Conflict situations are to be avoided whenever possible. Therefore, WSU has established policies and is subject to laws that either prohibit conflicts of interest or, if a conflict is unavoidable, mitigate its influence on behaviors.

The University has clearly defined policies concerning financial conflicts of interest in the conduct of University business, including that of the athletic department. Many of the financial conflicts of interest that regents, administrators, and staff face are similar to those faced by other state employees and, therefore, WSU policies related to these potential conflicts are driven by state law. Many of the nonfinancial conflicts of interest, however, are unique to institutions of higher learning. Examples of WSU's policies related to conflicts of interests are briefly described here.

Concerning Governing Board Members

The Revised Code of Washington (RCW) establishes that “no employee or member of the University board of regents shall be interested pecuniarily, either directly or indirectly, in any contract for any building or improvement at said university, or for the furnishing of supplies for the same” ([Exhibit 9-19](#)).

For All Employees

The Ethics in Public Service Law, RCW 42.52 ([Exhibit 9-20](#)), establishes a code of ethics that is applicable to all state officers and employees. Among its provisions, the law establishes that:

No state officer or state employee, except as provided in subsection (2) of this section, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.

No state officer or state employee may participate in a transaction involving the state in his or her official capacity with a person of which the officer or employee is an officer, agent, employee, or member, or in which the officer or employee owns a beneficial interest, except that an officer or employee of an institution of higher

education or the Spokane intercollegiate research and technology institute may serve as an officer, agent, employee, or member, or on the board of directors, board of trustees, advisory board, or committee or review panel for any nonprofit institute, foundation, or fundraising entity; and may serve as a member of an advisory board, committee, or review panel for a governmental or other nonprofit entity (RCW 42.52.030).

In the Conduct of Sponsored Research

WSU encourages participation in sponsored research and scholarship as an important component of its instructional, research, and public service mission. In these activities, as in all others, the University endeavors to maintain the highest standards of integrity and ethics. This includes the identification and management of actual and potential conflicts of interest that could bias the design, conduct, or reporting of the results of sponsored research. WSU's policy and procedures for managing conflict of interest in sponsored research and scholarship ([Exhibit 9-21](#)) are designed to address the necessary identification and management needs and to ensure compliance with federal regulations relating to conflicts of interest.

In the Transfer of Technology

The transfer of new information and technologies is central to the mission of a research-oriented university. Like other institutions, this transfer of technology is increasingly in the form of entrepreneurial ventures, which often present potential conflicts of interest for the personnel involved. WSU's *Executive Policy Manual* establishes a policy and process that is designed to, among other things, identify conflicts so that they can be managed, reduced, or eliminated.



On Faculty-Student and Supervisor-Subordinate Relationships

WSU's *Faculty Manual* addresses the issue of consensual relationships involving a WSU employee and another WSU employee or student. To ensure that the advising, mentoring, evaluation, and supervision of students or subordinates is conducted fairly, romantic or sexual relationships between faculty and students, and supervisors and subordinates are prohibited as set forth in the policy and detailed in the *Faculty Manual*.

On Nepotism

WSU's *Business Policies and Procedures Manual* identifies situations where members of the same family cannot be employed in the same unit.

In Affairs Concerning the WSU Foundation

Article 7 of the *Bylaws of the WSU Foundation* (Exhibit 9-22) establishes policies related to potential conflicts of interest involving the activities of the Foundation. According to these bylaws, a conflict of interest arises when any "Responsible Person" or any "Party Related to a Responsible Person" has an "Interest Adverse to the WSU Foundation." A Responsible Person is any individual in a position to exercise substantial influence over the affairs of the WSU Foundation, and specifically includes, without limitation, members, governors, and officers of the WSU Foundation and the chairperson and members of any committee making decisions on behalf of the WSU Foundation. These restrictions also hold for the Athletic Foundation in its pursuit of support for the student-athlete programs for the University.

In general, WSU has sound policies and procedures in place for dealing with potential conflicts of interest. As the University moves forward, however, several areas may present challenges. First, the commercialization of innovation is increasingly a prior-

ity for WSU. This should lead to increased attention to potential conflicts of interest. For example, as inventions are increasingly developed by WSU faculty members and those faculty members move to commercialize their inventions, the possible conflicts of interest this creates have the potential to test the institution's current policies, procedures, and capacity for dealing with such conflicts.

Separately, as WSU increases its development efforts, the potential for conflicts of interest surrounding development activities could increase. For example, by establishing specific fundraising goals, development officers, along with college and University leadership, are under increased pressure to pursue development activities requiring them to discern whether the result will fit within the University's strategic plan and whether any ethical conflicts are involved.

Similar issues arise in the area of intercollegiate athletics, where donors and marketing activities may focus on "building programs or facilities" potentially in conflict with the needs of academic programs. These may represent internal conflicts of interest, similar to concerns about development efforts mentioned above, but individual administrators, responding to competitive pressures, are the action agents in such potential conflicts.

POLICY 9.1: Free Pursuit and Dissemination of Knowledge

WSU has a long history of commitment to the principle of academic freedom for faculty and students. Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. The University's policies with respect to these freedoms and accompanying responsibilities apply to all members of the campus community—faculty, administrators, students, and staff.

The *Faculty Manual* states, in part, that:

- WSU subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments of the American Association of University Professors, with the 1987-1990 revisions.
- The AAUP statements on academic freedom are quoted in the *Faculty Manual*, followed by a statement of WSU policy.
- Policy: It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest, to associate freely with others, and to assemble peacefully. The faculty has the right to dissent and protest.

The above rights exist in equal measure for each member of the University community. They exist regardless of the professional stature of the individual and regardless of the degree of acceptability among others of views or opinions advocated.

In order that these rights may be exercised by all and that orderly functioning of the University may be assured, certain limitations must be placed upon the manner in which these freedoms are exercised.

Accordingly, WSU insists that the free expression of views and opinions, whether by individuals or by groups, be such that the rights of others are not violated. Use of physical means to disrupt the educational processes and functions of the University, including classroom and laboratory activities, services, meetings, or ceremonies conducted by the University, its departments, divisions, or affiliated organizations, would constitute such a violation.

Faculty Code of Professional Ethics

Faculty members have obligations that derive from membership in the University community.

Faculty members, guided by deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. . . . Those who have instructional responsibilities are responsible to the University, their departments, and their students to perform in a conscientious and ethical manner all instructional tasks assigned to them (*Faculty Manual*, pp. 22-23).

WSU's land-grant mission includes responsibility for applying the knowledge and skills of its faculty to the solution of immediate problems of society in consonance with expertise available through government facilities, industry, and contract research organizations.

Excellence in research requires that the research results be freely disseminated, thus enabling unrestricted criticism and comment and maximizing the impact of the work on society. Participation by undergraduate, graduate, and postdoctoral students in the research activities is a crucial part of student educational processes. Therefore, section G.2.b of the *Faculty Manual* states:

The University, on behalf of its constituent colleges, schools, or departments, will not accept grants or enter into agreements for the support of instruction or research that confer upon an external party the power to censor, unduly delay, or exercise effective veto power over either the content of instruction or the publication of research. Publication of research findings may temporarily be delayed in order to protect patent rights or permit the research sponsor to review the proposed publication for the sole purpose of identifying proprietary information furnished by or belonging to the sponsor.

This policy is further codified in the OGRD Memorandum 5 ([Exhibit 9-23](#)) which deals with classified research. Training is provided to help faculty, students,

and staff understand the importance of this policy as a part of the Office of Research faculty development series provided by the Office of Grant and Research Development and in training in the responsible conduct of research. Responsible conduct of research training is required of all faculty, students and staff participating in research supported by an external sponsor.

SUMMARY

New challenges will undoubtedly arise: emergent technologies, new areas of research and scholarship, changes in the state, nation, and world, all will create ethical frontiers for the University. WSU's commitment to transparency, to equity, and to inquiry will require new approaches and policies to support them. To meet these challenges, the University projects that the quality and extent of its training will be a most important element in sustaining high ethical standards. Strong and consistent leadership—by example as well as in communication—will be vital.

EXHIBITS

Exhibit 9-1	Faculty Code of Professional Ethics	Volume II, Electronic, Exhibit Room
Exhibit 9-2	Standards of Conduct for Students	Volume II, Electronic, Exhibit Room
Exhibit 9-3	NCAA Academic Progress Report	Volume II, Electronic, Exhibit Room
Exhibit 9-4	Washington Administrative Code (WAC 504)	Electronic
Exhibit 9-5	Faculty Manual	Electronic, Exhibit Room
Exhibit 9-6	Executive Policy Manual	Electronic, Exhibit Room
Exhibit 9-7	2008-2009 Catalog	Volume II, Electronic, Exhibit Room
Exhibit 9-8	Academic Regulations 2008	Volume II, Electronic, Exhibit Room
Exhibit 9-9	Business Policies and Procedures Manual	Electronic, Exhibit Room
Exhibit 9-10	Safety Policies and Procedures Manual	Electronic, Exhibit Room
Exhibit 9-11	Educational Policies and Procedures Manual	Electronic, Exhibit Room
Exhibit 9-12	Graduate School Policies and Procedures	Electronic, Exhibit Room
Exhibit 9-13	Collective Bargaining Agreements	Electronic, Exhibit Room
Exhibit 9-14	Administrative Professional Personnel Handbook	Electronic, Exhibit Room
Exhibit 9-15	Lab Safety Manual	Electronic, Exhibit Room
Exhibit 9-16	President's Perspective Column	Electronic, Exhibit Room
Exhibit 9-17	Office of the Provost Communications	Electronic, Exhibit Room
Exhibit 9-18	WSU News	Electronic
Exhibit 9-19	RCW 28B.30.140	Electronic
Exhibit 9-20	RCW 42.52 Ethics in Public Service	Electronic
Exhibit 9-21	P&P for Managing Conflict of Interest in Sponsored Research	Electronic, Exhibit Room
Exhibit 9-22	WSU Foundation Bylaws	Electronic, Exhibit Room
Exhibit 9-23	Statement on Position and Policy of WSU on Classified Research	Electronic, Exhibit Room

ADDITIONAL EXHIBITS

Graduate School Catalog	Electronic, Exhibit Room
Distance Degree Program Catalog	Electronic, Exhibit Room
Summer Session Course Listing	Electronic
CASE Statement of Ethics	Electronic, Exhibit Room
Electronic Promotional Material/Future Students	Electronic
Electronic Promotional Material/Future Students 2	Electronic
Electronic Promotional Material/Future Students Visits	Electronic
Washington State Magazine	Electronic, Exhibit Room

Summary



LOOKING BACKWARD
AND FORWARD

SUMMARY

Looking Backward and Forward

A DECADE OF ACCOMPLISHMENT

Every ten years Washington State University has a chance to both look back to the past decade and forward to the future of the University from a perspective that is both more global and more detailed than typically employed. This time, two conclusions come to the fore as this self-study is completed.

The first is an awareness of and pride in how much WSU has accomplished in moving toward its goals in the last decade. Routinely, when the institution reports progress or sets new goals, the focus tends to be on immediate past accomplishments and new strategies for achieving the next level. It is only when the University community returns to careful review of earlier documents—such as self studies—that it realizes, as an institution, how much effort went into moving toward those achievements, and how far it has come by consistent focus on goals and step-by-step attention to achieving them.

The second is a realization of how relatively well-positioned the University is to meet the challenge of the uncertain economic conditions likely to be faced in the early part of the coming decade. During the past two years, the University has moved strategically to position itself for greater success in the three areas of its mission by reexamining all of its activities and preparing to focus its efforts on programs and activities that represent its greatest strengths and the most pressing needs of its students and other constituents. WSU expects the results of this process to prove invaluable as the University anticipates urgent financial challenges due to the state's softening economy. The immediate need to respond to an economic crisis may delay the fruition of the intended benefits of the A2P2 process, but the University anticipates that having initiated that process—and continuing

to move forward with that approach over time—positions the institution to not only better weather uncertain times, but to more quickly regain ground in meeting its goals as the economy improves in the future. The highly effective WSU Foundation and other recent fund-raising successes, along with the rapidly expanding success of grant-funded research and outreach activities, are testaments to both the leadership and the faculty of the institution, and position the University to better weather potential funding challenges.

This self-study has specifically provided greater information and insight into a number of areas where WSU has excelled as well as issues on which the University will be able to make greater progress. For example, multi-campus development and governance has been a continuous work in progress. WSU is extremely proud of the way the campuses have developed and of the continued success of its model of “one university, geographically dispersed.” Close examination of both the successes and challenges of that model for the purposes of this self-study have enabled the University to complete additional steps in strengthening and clarifying governance that responds to the continuously changing realities of each campus.

An area that has gained both visibility and credibility within the last decade is planning for and evaluation of mission-driven goals. Developing the 2002-07 strategic plan engaged the entire community in a way that few recalled happening before. It continued to be a living document, with each unit building its own plans on that foundation and regular reporting of results throughout the institution. By the time new leaders called for an update, the earlier plan had served the University well, its successes and shortcomings were widely known, and consensus on the changes needed to cre-

ate the 2008-13 strategic plan was easily achieved. The more specific and measurable goals in the updated plan will keep the University focused on improvement in achieving both its core missions and the level of excellence to which it aspires.

In another area, the University continues to be proud of its long-standing innovative work in institution-wide assessment of writing and the subsequent, equally innovative work on critical thinking. Utilizing that model as a base, the Center for Teaching, Learning, and Technology (CTLT) is currently involved in the development of cutting-edge approaches to assessing student learning in several disciplines in ways that both utilize actual student work products and can be compared across institutions. CTLT has also been assisting a number of departments as they develop their own direct and indirect assessments. And many departments have individually created assessment programs that have led to improvements in teaching and curriculum. Prior to this self-study, however, WSU did not have an effective central mechanism to collect and evaluate information about the pervasiveness and utility of efforts to assess student learning and use the results. It was, in fact, a pleasant surprise to realize how ubiquitous assessment of student learning had become and how frequently departments were using what they learned to make changes designed to improve learning. Subsequently, systems have been put in place to routinely collect and evaluate this information. This information will also make more assistance available to increase the utility of assessment to the departments, as well as to encourage movement toward non-standardized models of assessment that will garner public awareness and approval.

In response to student surveys, the level of attention that WSU has paid to advising and other aspects of retention in recent years may be unusual in a large, public university. Few public institutions of WSU's size require all students to consult with

advisors on a regular basis, so clearly the University's commitment to the availability of advisors is considerable. Recent initiatives were undertaken to ensure that advising will be more uniformly excellent, measured by both student outcomes and student satisfaction. This initiative is representative of the work that is underway to support the needs of all students in ways that will maximize their success.

Another area that evinces both strengths and challenges is that of policies and practices that support the faculty. Gains—too slow, but gains nonetheless—have been achieved in bringing faculty salaries closer to those of WSU's peer institutions and states. The institution now knows more about why and how early-career faculty members leave WSU. New family-friendly hiring, tenure, and leave policies are in place or scheduled for implementation. Next steps in this area will include further research about those leaving that will inform additional policy initiatives, as well as finding additional resources, both internally and externally, to systematically improve faculty salaries.

In contrast, faculty research productivity has grown much more rapidly. Higher expectations combined with strategic hiring and more robust institutional support have set the University on a path of achievement that is already producing results. Identifying interdisciplinary areas of excellence has signaled WSU's commitment to more narrowly focus its resources in order to maximize the contribution its research makes. That the University received nearly \$156 million in new research grant awards during the 2007-08 fiscal year, an increase of about 16 percent from the previous year, is testimony to the success of these strategies.

Information technology is another current challenge at WSU in ways that it had not been for a number of years. As an early adopter of administrative, research, and educational uses of technology, WSU was long in the vanguard of innovation. Suc-

cess, however, allowed attention to shift to other urgent priorities. Only within very recent years has the University as a whole recognized and begun to address the very real needs that have emerged over time as investment in technology has not kept up with the needs of the institution. New leadership—both institutional and in Information Technology Services—has provided new impetus and aggressive planning to bring WSU back to a high level of efficiency and effectiveness in this critical area.

Capital funding, capital construction, and the capital plant, overall, on all campuses are areas of success. Comprehensive master plans for all of the University's campuses and other facilities have been a significant development. Washington's capital funding process, along with WSU's continued success in attracting a significant share of available funds, has meant ongoing expansion of the newer campuses, as well as both new construction and preservation projects in

Pullman. Sustainability in both construction and maintenance, along with comprehensive energy conservation, make a difference far beyond the University. As in so many other areas, potential lack of funding for capital needs could hinder progress toward University goals, so aggressively seeking non-state resources for this purpose will be a vital objective.

At the completion of this self-study the University finds itself in a strong position to realize its aspirations of excellence in all areas of its mission. The pace of progress achieved in recent years augurs well for the future. Steadiness of purpose and consistent attention to setting and meeting appropriate goals will allow the University both to weather difficult times and take full advantage of good times. Looking back on the last decade and ahead to the next one, there is cause for both satisfaction with goals achieved and optimism for continued success.



GLOSSARY OF ABBREVIATIONS

A

AACP	American Association of Colleges of Pharmacy
AACSB	Association to Advance Collegiate Schools of Business
AACTE	American Association of Colleges for Teacher Education
AAU	Association of American Universities
ABET	Accreditation Board for Engineering and Technology, Inc.
AAC	Academic Affairs Committee
ACS	American Chemical Society
ACFE	Association of Certified Fraud Examiners
ACSM	American College of Sports Medicine
ACUA	Association of College and University Auditors
ADA	American Dietetic Association; Americans with Disabilities Act
ADABAS	Adaptable Data Base System
AEC	Assessment and Evaluation Center
AFS	Agricultural and Food Systems
AIN	Admission Index Number
AIS	Academic Information System
ALA	American Library Association
ALOs	Actual Learning Outcomes
AMDT	Apparel, Merchandising, Design, and Textiles
AMS	Academic Media Services
AP	Advanced Placement
APS	Association for Psychological Science
APA	American Psychological Association
ARL	Association of Research Libraries
ARC	Agricultural Research Center
ASHA	American Speech-Language-Hearing Association
ASL	Applied Sciences Laboratory
AS-T	Associate of Science Transfer
ASWSU	Associated Students of Washington State University
A2P2	Academic Affairs Program Prioritization
AVMA	American Veterinary Medical Association
AUWC	All University Writing Committee

B

BAC	Behavior Assessment Committee
BCSSE	Beginning College Survey of Student Engagement
BPPM	Business Policies and Procedures Manual
BPS	Budget Planning System
BSE	Biological Systems Engineering
BSEL	Bioproducts, Sciences, and Engineering Laboratory
BTA	Business-Type Activities

C

CAATE	Commission on Accreditation of Athletic Training Education
CACD	Center for Advising and Career Development
CAD	Computer-Aided Drafting
CAHME	Commission on Accreditation of Healthcare Management Education
CAHNRS	College of Agricultural, Human, and Natural Resource Sciences
CAMP	College Assistance Migrant Program
CASE	Council for Advancement and Support of Education
CBDD	Center to Bridge the Digital Divide
CCE	Center for Civic Engagement
CDPE	Center for Distance and Professional Education
CEA	College of Engineering and Architecture
CEE	Civil and Environmental Engineering
CEREO	Center for Environmental Research, Education, and Outreach
CEU	Continuing Education Unit
CES	Center for Entrepreneurial Studies; Comparative Ethnic Studies
CHR	Center for Human Rights
CIC	Consolidated Information Center
CLA	College of Liberal Arts
CLEP	College Level Examination Program
CLP	Cooperative Library Project
COACHE	Collaborative on Academic Careers in Higher Education
COS	College of Sciences
CPD	Continuous Professional Development; Capital Planning and Development
CRS	Community and Rural Sociology

CSS	Crop and Soil Sciences	GPA	Grade Point Average
CTDLC	Connecticut Distance Learning Consortium	GSC	Graduate Studies Committee
CTLT	Center for Teaching, Learning, and Technology	GPSA	Graduate and Professional Students Association
CUB	Compton Union Building	GRACe	Gendering Research Across the Campuses
CVM	College of Veterinary Medicine	GWLA	Greater Western Library Alliance
D		H	
DDP	Distance Degree Program	HECB	Higher Education Coordinating Board
DFA	Digital Futures Alliance	HD	Human Development
DFLC	Department of Foreign Languages and Cultures	HIPPA	Health Insurance Portability and Compliance Act
DRC	Disability Resource Center	HLA	Horticulture and Landscape Architecture
DTC	Digital Technologies and Cultures	HPA	Health Policy Administration
		HWS	Health and Wellness Services
		HTL	Hanford Technical Library
E		I	
EEB	Executive Ethics Board	IALC	Intensive American Language Center
EECS	Electrical Engineering and Computer Science	ICRC	Intercollege Relations Commission
EME	Electrical/Mechanical Engineering	IEEE	Institute of Electrical and Electronics Engineers
ENCS	Engineering and Computer Science	IGERT	Integrative Graduate Education and Research Traineeship
EPM	Educational and Public Media	IIA	Institute of Internal Auditors
ESL	English as Second Language	ILE	Information Literacy Education
ETM	Engineering and Technology Management	IBI	International Business Institute
EWU	Eastern Washington University	IP	International Programs; Internet Protocol
		IR&D	International Relations and Development
		ISD	Institute for Sustainable Design
		ISDN	Integrated Services Digital Network
		IT	Information Technology
		ITS	Information Technology Services
F		J	
FCI	Facility Condition Index	JCL	Job Control Language
FERPA	Family Educational Rights and Privacy Act	JLARC	Joint Legislative Audit and Review Committee
FSC	Faculty Status Committee		
FTE	Full Time Equivalent		
G		L	
GEC	General Education Committee; Graduate Education Commission	LAR	Laboratory for Atmospheric Research
GCS	Global Challenge State	LGBT	Lesbian, Gay, Bisexual, Transgender
GE	General Education	LMS	Learning Management Systems
GEAB	General Education Advisory Board		
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs		
GIESORC	Gender Identity/Expression Sexual Orientation Resource Center		

M		RCW	Revised Code of Washington
MESA	Mathematics, Engineering, Science Achievement	RHA	Residence Hall Association
MIS	Management Information Services		
MME	Mechanical and Material Engineering	S	
MSS	Multicultural Student Services	SAED	Student Affairs, Equity and Diversity
		SAILS	Standardized Assessment of Information Literacy Skills
N		SALC	Student Advising and Learning Center
NACAC	National Association for College Admission Counseling	SBS	School of Biological Sciences
NAIOP	National Association of Industrial and Office Properties	SCCC	School and Community Collaboration Center
NASA	National Aeronautics and Space Administration	SCS	Student Computing Services
NEH	National Endowment for the Humanities	SEES	School of Earth and Environmental Sciences
NCAA	National Collegiate Athletic Association	SES	School of Economic Sciences
NCATE	National Council for Accreditation of Teacher Education	SESRC	Social and Economic Sciences Research Center
NCLEX	National Council of State Boards of Nursing	SGAH	School for Global Animal Health
NIH	National Institutes of Health	SHBM	School of Hospitality Business Management
NLR	National Lambda Rail	SILD	Student Involvement and Leadership Development
NRS	Natural Resource Sciences	SLOs	Student Learning Objectives
NSF	National Science Foundation	SMB	School of Molecular Biosciences
NSSE	National Survey of Student Engagement	SMME	School of Mechanical and Materials Engineering
		SPOC	Strategic Planning Oversight Committee
O		SSS	Student Support Services
OCLC	Online Computer Library Center	STAR	Strategic Team Approach to Retention
OFM	Office of Financial Management	STARS	Students Targeted towards Advanced Research Studies
OGRD	Office of Grant and Research Development	STEM	Science, Technology, Engineering, and Math
ORA	Office of Research Assurances	T	
OSFA	Office of Student Financial Aid	TIAA-CREF	Teachers Insurance and Annuity Association-College Retirement Equities Fund
OSPI	Office of the Washington State Superintendent of Public Instruction	TRAC	Transportation Research Center
P			
PASS	Pathways to Student Success		
PE	Professional Education	U	
PNNL	Pacific Northwest National Laboratory	UACCT	University Advisory Committee for Computing and Telecommunications
PORTALS	Portland Area Library System	UAN	Up All Night
R		UNESCO	United Nations Educational, Scientific, and Cultural Organization
RAPID	Rapid Access Processing and Information Delivery		

UCEA	University Council on Educational Administration
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USDA-ARS	United States Department of Agriculture-Agricultural Research Service
USDA-CSREES	United States Department of Agriculture-Cooperative State Research, Education, and Extension Service
USGS	United States Geological Survey

V

VCAPP	Veterinary and Comparative Anatomy, Pharmacology, and Physiology
VISTA	Volunteers in Service to America

W

WAC	Washington Administrative Code
WAOL	Washington Online
WaTEP	Washington TriO Expansion Program
WECN	Washington Educational Conferencing Network
WHETS	Washington Higher Education Telecommunication System
WMEL	Wood Materials Engineering Laboratory
WORQS	WSU Online Review and Query System
WWAMI	Washington, Wyoming, Alaska, Montana, Idaho medical education partnership program
WRC	Washington Water Research Center

Y

YBP	Yankee Book Peddler
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Windows

- Intel® 1.3 GHz processor
- Microsoft® Windows® 2000 with Service Pack 4, Windows Server® 2003; Windows XP Professional, Home Edition, or Tablet PC Edition with Service Pack 2 or 3; Windows Vista® Home Basic, Home Premium, Business, Ultimate, or Enterprise with or without Service Pack 1
- 128MB of RAM (256MB recommended)
- 335MB of available hard disk space
- Microsoft Internet Explorer 6.0, 6.0 with Service Pack 1, or 7.0; Firefox 2.0 or 3.0

Macintosh

- PowerPC® G4, G5 or Intel processor
- Mac OS X v10.4.11–10.5.5
- 128MB of RAM (256MB recommended)
- 405MB of available hard-disk space
- Safari 2.0.4 or later

