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INTRODUCTION TO THE HISTORY, MISSION, AND ADMINISTRATION OF WASHINGTON STATE UNIVERSITY

The following information is provided for faculty as an introduction to Washington State University, its traditions, and administrative structures. Formally, the introduction is not part of the *Faculty Manual* which contains the policies and procedures governing faculty rights, privileges, and responsibilities passed by the Faculty Senate and approved by the President and the Board of Regents. The *Faculty Manual* begins with Section I: Organization which immediately follows the introduction.

A. HISTORY

Washington, an organized territory since 1853, became a state on November 11, 1889. The Legislature believed that education was vital to the development of a great new state. A major goal was the establishment of an institution that would excel in science and mechanic arts but would offer general higher education on equal terms to all the people of Washington. Federal legislation, in three main enactments, offered substantial assistance.

Extensive land grants were given to the younger states through the provisions of the Morrill Act of July 2, 1862. Senator Justin S. Morrill of Vermont, observing what the existing colleges had done for those in the "Learned Professions of Law, the Ministry, and Medicine," had firm faith in the possibilities of "education for leadership" of the "industrial classes." The basic educational philosophy of the Morrill Act extended far beyond the scope of agriculture. The law specifically appropriated certain granted lands "to the endowment, support, and maintenance of at least one college in each state where the leading object shall be, without excluding other classical and scientific studies, and including military science and tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Under this policy, ninety thousand acres were granted to the State of Washington. The income from these properties still contributes to the support of Washington State University.

Supplementary provision was made by the Hatch Act of March 2, 1887, in connection with the so-called land-grant colleges for establishing agricultural experiment stations designed "to promote scientific investigation and experiments respecting the principles and applications of agricultural science."

Further land grants were provided to endow, in each of the younger states, a "school of applied science" or "school of mines." The land grant to the state of Washington for this purpose was one hundred thousand acres, from which Washington State University receives current income.

These three institutions—agriculture and mechanic arts, agricultural experiment stations, and school of applied science—were united, and on March 28, 1890, the legislature authorized establishment of the institution now officially designated as Washington State University. After a period of turbulent political competition among different sections of the state, the town of Pullman, in Whitman County, was selected as the site for the new school.

Income from lands set aside by the federal government was to be used to construct classrooms and laboratories, to provide scientific equipment, and to employ qualified instructors. The attainment of these objectives was slow. On January 13, 1892, the first classes on the campus were held in a one-story brick building and a faculty of five members served the original student body of sixty.

Since that first brick building was built, WSU has expanded to include a College of Nursing in Spokane and Yakima, and branch campuses at Vancouver, the Tri-Cities, and Spokane. To meet the needs of place-bound students, Learning Centers are being established at locations throughout Washington. Research facilities at Prosser, Puyallup, Wenatchee, Mt. Vernon, Vancouver, and Lind have been added to meet research needs of the diverse agriculture constituencies of Washington.

Changes in the presidency at Washington State University through the years have been few. The first president, George Lilley, served from 1891 to 1892; his successor, John W. Heston, served from December 1892 until September 1893. Dr. Enoch A. Bryan next took over the position, which he held until his retirement in 1916. Thereafter, for twenty-nine years until 1945, Washington State University continued its growth under the administration of Dr. E. O. Holland. Dr. Wilson Compton served during a period of expansion and development from 1945 to 1951. Dr. W. A. Pearl served as Acting President from this time until April 1952 when Dr. C. Clement French assumed office. Dr. French served until November 1966. Dr. Wallis Beasley served as Acting President from November 1966 until the assumption of the presidency of Dr. Glenn Terrell in July 1967. The current president, Dr. Samuel H. Smith, was appointed in July 1985. President Smith retired in spring of 2000, and Dr. V. Lane Rawlins assumed the presidency of Washington State University June 1, 2000.

B. MISSION

The character and functions of the University are determined by the broad terms of the original chartering laws and by later state enactments in harmony with the basic federal statutes and the later Smith-Lever Act of 1914. (See *Revised Code of Washington* for specific statutes relating to Washington State University at <http://www.leg.wa.gov.wsldm/rcw.htm> .) This heritage of state and federal law directs the activities of this land-grant institution into several paths:

1. Teaching

a) Undergraduate Education

The purpose of undergraduate education is mandated in both liberal and practical arts to develop responsible citizens and to provide them with the professional and technical skills needed by society. This purpose obligates Washington State University to furnish such programs and facilities that as outcomes of their education, students should be able to:

- (1) Reason critically;
- (2) Conduct self-directed or independent learning projects;
- (3) Understand the roles of normative views and values, including ethics and aesthetics;

- (4) Communicate conclusions, interpretations, and implications clearly, concisely, and effectively, both orally and in writing;
- (5) Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods;
- (6) Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations;
- (7) Foster intellectual curiosity and integrity;
- (8) Understand and appreciate the responsibilities and privileges of citizenship;
- (9) Understand and appreciate their personal, social, and vocational relationship to the society in which they live; and
- (10) Gain aptitude in and understanding of the skills and concepts that imply competence in their chosen professional or technical field.

b) Graduate Education

The purpose of graduate instruction is to build upon the foundation of undergraduate education and has as goals, the education of students who:

- (1) Have in-depth knowledge and training placing them in the vanguard of one or more disciplines;
- (2) Are capable of doing original research and creative scholarship;
- (3) Are able to place their field-specific education in the context of the broader realms of the arts and sciences; and
- (4) Are prepared to assume leadership positions in their disciplines or professions.

Formal course work is offered to students enrolled at any of the WSU campuses. In addition, selected courses and degree programs are offered to place-bound students through the Distance Degree Program, Learning Centers, and the World Wide Web.

2. Research/Scholarship

Original research and creative performances and works are an integral part of all research universities. WSU's strengths in research and scholarship include the agricultural and natural sciences, education, engineering, health sciences, the humanities and arts, behavioral and social sciences, and business. New knowledge and insights resulting from the research/scholarship and creative activities of WSU faculty contribute to the betterment and enrichment of the State of Washington, its citizens, the country, and the world.

3. Service

a) WSU Extension

As a land-grant institution, WSU provides information, education, technical assistance, and local development programs to the people of Washington through the WSU Extension. WSU Extension faculty help people develop leadership skills and use research-based knowledge to improve their economic status and quality of life.

b) Public Service.

In order to maintain a vibrant academic environment and to meet institutional goals, WSU faculty participate in a variety of service activities. These activities, that benefit society as a whole, include service to professional groups or associations, service on governmental agencies, participation in community organizations, and delivery of professional advice or lectures. WSU faculty serve the citizens of Washington by providing professional development workshops and non-credit and certificate programs at locations throughout the State. The University is further served by faculty involvement in student advising, university governance, and by participation in many internal committees necessary for successful functioning of the University.

BOARD OF REGENTS

The laws establishing Washington State University created an autonomous Board of Regents. As defined by the Session Laws of 1891, the Board of Regents was to consist of five members appointed by the Governor, with approval of the Senate, each for a six-year term. The Session Laws of 1949, amending the original act, provided for seven instead of five members. The Session Laws of 1985 increased the number of Regents to nine and in 1998 added a student with a one year term as the tenth member. The Governor serves as an advisory member ex officio without vote or the right to hold office on the Board. An appointment to fill a vacancy on the Board of Regents caused by death, resignation, or other causes is made for the unexpired term.

The schedule of meetings of the Board of Regents is set annually. This schedule is published in the *Washington State Register*. Special meetings may be called from time to time during the year as determined by the Board.

The duties and powers of the Board include appointing the president, general management of the University with all its constituent parts, the care and preservation of all property, the construction of needed buildings, and the custody and expenditure of all moneys. The Board may contract both for services and for materials. The Board has the power to delegate authority. In large measure, this delegation is to the President of Washington State University.

The approach to the Board of Regents is through the President of the University, who is secretary ex officio of the Board. Any University committee or individual shall be accorded the opportunity to present a direct appeal to the Board of Regents through this channel.

EXECUTIVE OFFICERS

A complete listing of the Executive Officers of Washington State University can be found at <http://www.wsu.edu/Administration.html> .

Review

a) Annual Review of Principal Administrative Officers

Principal Administrative Officers will be reviewed annually by the Provost and Academic Vice President or appropriate vice president. These reviews will include at a minimum a statement from the administrator that includes both a retrospective view of the previous year and a prospective statement of future goals and objectives. The administrator may request a written evaluation of performance, and this review and the documents that form the substance of the review, including any response the administrator has made to the review, will become a part of the record reviewed during the five-year unit evaluation.

b) Annual Review of Deans and Directors

Annual review of deans and directors will include:

- (1) A statement from the dean/director that includes a retrospective of the past year and goals for the coming year.
- (2) Solicitation of input as appropriate.
- (3) Written evaluation provided by the Provost and Academic Vice President.
- (4) Optional oral discussion if requested by the dean/director.

c) Review of Academic Deans, Campus Deans and Director of Libraries

It is the policy of the University that a periodic review of the performance of each Academic Dean, each Branch Campus Dean and of the Director of Libraries be carried out at five-year intervals of service. This performance review follows procedures which use, as a principal point of reference, the position description and the mission statements of the University and the major unit.

This review is conducted by an ad hoc committee, including faculty, department chairs, students, experienced administrators of other units or from other institutions, and, where appropriate in terms of the duties of the Dean, persons from outside the University representing constituencies to whom the officer has important responsibilities.

Reviews will include the unit(s) reporting to the Dean/Director. For example, reviews of campus deans will include attention to the local community, relationships with other campuses in the system, and long-range strategic planning. Reviews of Deans on the Pullman campus will include attention to individual unit reviews, accreditation reviews, and long-range strategic planning. The comprehensiveness of the five-year review will be broader than the annual review.

Specific guidelines for the review procedure are available from the Office of the President. The recommendations of the committee are transmitted as a confidential report to the President.

d) Review of Administrative Units

Administrative units are organized by the President on behalf of the Board of Regents. Like academic units, these administrative units should be reviewed on a regular basis to assess the need for the unit's function and the efficiency and effectiveness with which that function is accomplished. The biennial program review conducted in conjunction with the budget allocation process is one form of such review. It is also appropriate, however, to undertake periodically a more thorough review of all of the units within a particular administrative area.

Identified units shall be reviewed according to the following procedures, on approximately a five-year review cycle. The reviews shall be undertaken by an ad hoc review committee appointed and charged by the President and consisting of:

- (1) No fewer than five and no more than ten non-student members selected as follows:
 - (a) Forty percent (or the nearest number to 40 percent), including the Chair, selected by the President. These may include Chairpersons, Deans, Directors, faculty members, representatives of other campus units, and persons outside the university whose interests impinge upon the unit(s) under review.
 - (b) Sixty percent (or the nearest number to 60 percent) selected by the Faculty Senate.
- (2) Two students, one appointed by the President of GPSA and the other appointed by the President of ASWSU.

In carrying out its review, the committee shall consult with administrators and staff of the unit under review, and with faculty, staff, and students affected by the unit's activities. It shall make use of a detailed description of unit functions and accomplishments as provided by the unit administrator. It shall also consider all appropriate documentation, such as external reports or professional studies and analyses. It is expected that within six months of its appointment, the committee shall prepare a written, confidential report including an executive summary. The report should include suggestions for changes in the unit's function or methods of execution where such suggestions may benefit the University. The entire report shall be transmitted to the President, with copies to the Provost and Academic Vice President and to the cognizant Vice President and/or Vice Provost. Simultaneously, a confidential copy of the entire report, including executive summary, will be transmitted to the officers of the Faculty Senate.

The President shall review the committee findings and recommendations, together with the comments of the Provost and Academic Vice President and the cognizant Vice President and/or Vice Provost, consult with the Faculty Senate officers, and meet with any other faculty, staff, or students as may be appropriate. The President is not bound by the Committee's report, but will give it careful consideration. The executive summary of the report, together with any other information and/or remarks the President deems relevant, will be shared in timely fashion with the university community, in general, and with the Faculty Senate, in particular.