The Faculty Senate did not have a quorum for its meeting scheduled for FSHN T101, January 25, 1996. Thirty-nine (39) members were present forty-two (42) members were absent with one (1) vacancy. There were seven (7) non-voting members present.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in a joint meeting on December 5, 1995 and January 15, 1996.

2. Faculty Senate officers met with President Smith on December 14, 1995 and January 4, 1996.

3. Letters from Representative Randy Tate and Senator Patty Murray in response to the Senate resolution on Student Financial Aid Cutbacks are in Exhibit B. Exhibit B is as follows:

   Greg Hooks  
   Washington State University  
   Pullman, Washington 99164-0001

Dear Greg:

Thank you for contacting me regarding the funding for student loans. As your Congressman from the Ninth District, I appreciate knowing your views on this issue.

The defenders of the status quo have attempted to distract the American people with scare tactics and outright falsehoods. First it was the school kids, then it was seniors and now they have decided to try and pull this same charade again on college students.

Since the old guard has no plans to balance the budget, save Medicare or save student loans, I will share with you the facts about what the Congress' balanced budget plan means for our nation's college students.

Congress has passed H.R. 2491, the Balanced Budget Act of 1995. Spending on students increases every year in the Balanced Budget Act. The fact is our budget proposal does not cut a single student loan. Increased funding and greater opportunity for students to go to college is in our bill. There will be no new costs to students or parents. The education funding plan passed by Congress:

- Does not eliminate the in-school interest subsidy for undergraduate or graduate students. The federal government will continue to cover this cost.
- Does not change eligibility or access to student loans.
- Does not increase loan origination fees paid by students.
- Does not increase the interest rates students pay on their loans.
The Congress-approved plan increases the number of student loans available from 6.6 million this year, to 7.1 million next year. The amount of money available for student loans increases by 50 percent -- jumping from $24 billion this year to $36 billion in 2002.

In addition to expanding the number and volume of student loans, I support other student aid programs. The House-passed Fiscal Year 1996 Labor, Health and Human Services, and Education Appropriations bill increases the maximum Pell Grant available to students to $2,400 -- the highest amount ever. College Work Study and Supplemental Education Opportunity Grants are also fully funded.

The Perkins Loan account currently has $6 billion -- more than enough to support new student borrowing. Minority Programs to benefit minority and disadvantaged students and the Historically Black Colleges programs are fully funded.

The Balanced Budget Act of 1995 strengthens he law governing Individuals Retirement Accounts (Ras). Both working individuals and their non-working spouses can contribute up to $2,000 every year into a back-loaded IRA-type account. Contributions will be taxable but interest earning will accrue tax-free. Money can be withdrawn tax-free after retirement. Withdrawals before retirement are tax-free if used to buy a home, to pay for higher education or to cover devastating medical expenses. As you may know, tax-free contributions are currently restricted to individuals with incomes below $25,000 or families earning below $40,000. This provision in H.R. 2491 will help thousands of American families pay for higher education.

As important as student loans are to so many college students, Congress' balanced budget proposal will mean a lot more to students than just aid. The importance of a balanced federal budget cannot be understated. If we don't work to balance the budget, before a child born today graduated from high school, she will live in a country where every dollar in taxes paid by every American will be needed just to pay for entitlements and interest on the debt. That means, no money for student loans, roads, bridges, national defense, school lunches and countless other programs. I cannot help but think about my young daughter, Madeleine, who will pay $187,150 in taxes over her lifetime, just for her share of the interest payment on the federal debt.

If we do balance the budget, the news gets better. Financial experts have projected that a balanced budget would bring at least a two percent decrease in interest rates. What does that mean for you? It means that if you have borrowed $11,000 for college, you could see the final cost of that loan decrease by $2,167. Or if you borrow $15,000 to buy a car at 9.75 percent rate, you will see the final cost of that car reduced by $3,624. I am sure we could all think of ways we could use that savings.

The American higher education system is the best in the world. American students will continue to have the financial assistance they need to get a four-year college education.

My duty as a public servant is to find serious answers to the tough questions of this decade. It is also my duty to ensure, as we write the federal budget, that our children and grandchildren will not be saddled with our debt. Every time I use my voting card, I remember that it can be the most expensive credit card on the market and the bill will come due. It would be morally wrong to pass more debt onto our children and grandchildren.
Thank you again for contacting me. I look forward to hearing from you in the future.

Sincerely,
Randy Tate, Member of Congress

Mr. Greg Hooks, Chair
Washington State University
Faculty Senate
Pullman, Washington 99165-1038

Dear Mr. Hooks:

Thank you for contacting me in support of funding for student aid and college loan programs. Knowing of your concern for continued funding, I would like to take a moment to update you on the status of these programs.

This year, Federal education spending is taking the largest step backward in U.S. history. Under the seven-year budget Congress is now debating, education bears the burden of some of the largest cuts, in the name of balancing the Federal budget. I have stated many times that I support efforts to control Federal spending and reduce our national debt. However, common sense tells me that it is irrational to cut investments in our children and our workers, and turn around and say these cuts are good for our future or theirs.

Education spending amounts to just 3% of our Federal budget, yet it is targeted for 18% of all FY96 funding cuts. Defense spending, on the other hand, is being increased. I do not support these priorities for our country and our children. As a nation, we rob ourselves when we do not make education a top priority. The skill level and expertise of our work force is the foundation of our economic security, and we cannot expect to remain a global leader in research, production, and achievement if we do not continue to invest in our education system.

Fortunately, provisions in the budget reconciliation bill which raised interest costs for students and their parents were dropped during consideration of the measure by the full Senate. However, under the Labor, Health and Human Services and Education appropriations bills passed by the House and Senate Appropriations Committee, FY96 funding for Pell Grants, Perkins Loans, Federal Direct Student Loans, and Federal Family Education Loans has been severely reduced. Many students would be denied the opportunity to obtain their college education without federal assistance, and as a beneficiary myself or this program, I believe strongly in ensuring that if continues for our students. Please be assured that I will continue to fight for full funding of student financial aid programs.

Again, thank you for contacting me. Please keep in touch.

Sincerely,
Patty Murray, United States Senator

* * * * *
4. Response from Provost George on Senate Actions taken November 2 and November 16, and December 7, 1995, are in Exhibit C. Exhibit C is as follows:

November 15, 1995

TO: Faculty Senate
FROM: Tom George
RE: Faculty Senate Actions, November 2, 1995

The actions taken by the Faculty Senate at its meeting of November 2, 1995 are noted as follows:

1. The recommendation from the Research and Arts committed approved by the Faculty Senate for a name change from Human Relations center to the Psychology Clinic is approved.

2. The recommendation from the Faculty Affairs Committee approved by the Faculty Senate for a revision to Section IV, Faculty Personnel Policies, Employment Salary, Promotional Adjustment, page 42, of the Faculty Manual will be submitted to the WSU Board of Regents for approval as follows (deletions are struck through):

Promotional Adjustment
When faculty are promoted, their salaries will be increased by no less than four percent of annual salary, or two percent of the average WSU faculty salary, whichever is greater, starting with the effective date of the promotion. All promotional increases are to be uniform across the University. This adjustment will be made regardless of the level of funding for salary increases and will be in addition to any other adjustments made to the faculty member's salary (merit, equity, marketplace, cost-of-living, etc.).

3. The recommendation from Academic Affairs committee approved by the Faculty Senate for a revision to Rule 27, Credit Definition is approved as follows effective fall 1996:

Replace the Current Rule 27, Definition

27. DEFINITION. A credit or semester hour is ordinarily defined by the ratio of component hours per week devoted to the course of study: (a) lecture -- 1 contact hour per week for each 1 hour credit (2 hours outside preparation implied), (b) studio -- 2 contact hours per week for each 1 hour credit (! HOUR OUTSIDE PREPARATION IMPLIED), or (c) laboratory -- 3 contact hours per week for each 1 hour credit, (d) independent study -- 3 hours of work per week for each 1 hour credit, (e) ensemble -- 4 contact hours per week for each 1 hour credit. The definition represents the total of a students' time successfully employed under faculty direction or supervision. The credit/contact hour ratio is fixed; the proportion of it to be assigned to the components listed above, shall be recommended by the faculty of the department offering the course.
With Revision to Rule 27, Credit Definition

Academic credit is a measure of the total commitment required of a typical student in a particular course of study. For the WSU semester system, one semester credit is assigned for a minimum of 45 hours of total time commitment. This time commitment includes:

1) Time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studies, fieldwork, etc.);
2) Time spend in group activities related to course requirements; and
3) Time spend in reading, studying problem solving, writing and other preparations for the course.

The minimum time commitment, based on a fifteen-week semester and a traditional campus setting, should follow these guidelines:

1) Lecture -- one hour of lecture per week for each credit hour;
2) Laboratory -- three hours of laboratory per week for each credit hour;
3) Independent study -- three hours of independent work per week for each credit hour;
4) Studio -- two hours of studio work per week for each credit hour, and
5) Ensemble -- four hours of ensemble work per week for each credit hour.

For courses to be given during a different time frame than the fifteen-week semester or in a different format than the traditional, the course proposal must clearly define how the total time commitment is determined to justify the credit hours requested for the course.

4. The recommendation from Academic Affairs Committee approved by the Faculty Senate for a revision to Rule 79, Closed Week is approved as follows (deletions struck through, additions underlined):

79. CLOSED WEEK. No examinations or quizzes (other than laboratory examinations, or make-up examinations and make-up quizzes) or final exams for courses offered via WHETS (Washington Higher Education Telecommunication System) may be given during the last week of instruction.

5. The recommendation from Academic Affairs Committee approved by the Faculty Senate to approve the Correspondence Task Force Recommendations is approved. The effective date for the document will be January 1996 with the exception of #2 under policies which will be effective August 1996.

6. The recommendation from Academic Affairs Committee approved by the Faculty Senate for Undergraduate Major Change Bulletin #3 is approved.

7. The recommendation from Academic Affairs Committee approved by the Faculty Senate for Undergraduate Major Change Bulletin #5 with Business Administration, Fren 104 and Hotel and Restaurant Administration being deleted is approved.
The actions taken by the Faculty Senate at its meeting of November 16, 1996 are noted as follows:

1. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for **Professional Course Designation** is approved.

2. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for a **B.S. in Environmental Science at WSU Vancouver** will be submitted to the Higher Education Coordinating Board for approval.

3. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for a **B.S. in Biology at WSU Vancouver** will be submitted to the Higher Education Coordinating Board for approval.

The actions taken by the Faculty Senate at its meeting of December 7, 1995 are noted as follows:

1. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for **Undergraduate Major Change Bulletin No. 6** is approved.

2. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for a **revision to Rule 137, Recognition for Selected Baccalaureate Degree Candidates** is approved effective Fall 1996 as follows:

Candidates for baccalaureate degrees who have completed at least 30 hours of graded work (grades in which grade points are awarded) at Washington State University will graduate **summa cum laude** if the cumulative grade point average for work completed at Washington State University is **3.80 - 3.90** or better, will graduate **magna cum laude** if the minimum cumulative grade point average is **3.70**.
but less than 3.90 and will graduate *cum laude* if the minimum cumulative grade point average is 3.50 but less than 3.80. The appropriate Latin phrase will be printed on the diploma and on the final transcript. Qualified students electing to participate in the Honors Program who complete its requirements satisfactorily, regardless of whether they qualify to graduate *summa cum laude, magna cum laude*, or *cum laude*, will receive a certificate of completion and a printed notation on the final transcript. Computation of graduate honors will be done prior to the end of the final semester to allow for publication of the appropriate honors in advance of graduation. However, following the student's final semester, the Registrar will recompute the students' GPA including the last semester's work, and only this computation will determine official graduation honors.

3. The recommendation from the Graduate Studies Committee approved by the Faculty Senate for *Graduate Major Change Bulletin No. 2* is approved. Micro 583 was removed from the Bulletin.

4. The recommendation from the Academic Affairs Committee approved by the Faculty Senate for *Undergraduate Major Change Bulletin No. 7* is approved.

cc: Samuel H. Smith  Sallie A. Giffen Thomas L. "Les" Purce  
Sally P. Savage Geoffrey L. Gamble K.J. "Gus" Kravas  
Robert V. Smith Ernestine Madison Richard L. Hutchinson  
Monty Nielsen

* * * * *

5. Response to the Academic Calendar issue is in Exhibit D. Exhibit D is as follows:

TO: Faculty Senate  
FROM: Richard W. Crain, Jr., Executive Secretary  
DATE: January 17, 1996  
SUBJECT: Academic Calendar

The Academic Affairs Committee, at the request of the Faculty Senate, reviewed the issues associated with the academic calendar and responded as noted in the attached memorandum. Because the academic calendar for 1995-96 and 1996-97 has been approved and published in the official *WSU Catalog*, it cannot be changed. The calendars for subsequent years are tentative and will need to be reviewed and approved by the Faculty Senate during the fall semester, 1996.

The Faculty Senate Steering Committee recommends that next fall the Academic Affairs Committee, with advice from the Steering Committee constitute a task force to review the academic calendar, to seek input from interested constituencies and to make recommendations for the next biennium.

Attachment
MEMORANDUM

TO: Richard Crain, Executive Secretary
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE 9 November 1995
SUBJECT: Holidays in the Academic Calendar

At meetings this fall, the Academic Affairs Committee (AAC) began to consider the issues regarding holidays in the academic calendar, raised in your 15 September 1995 memo (attached). After discussion, members suggested that the Faculty Senate Steering committee establish a university-wide working group to review holidays in the academic calendar and related issues and to prepare a coordinated response.

In addition to representation from the AAC, it is suggested that the working group include representation from the Associated Students of Washington State University (ASWSU), the Student Affairs Committee, and Human Resource Services, among others.

As the academic calendar has been approved by the Faculty Senate through the 1996-97 academic year, the AAC proposed that any possible alteration to the academic calendar be effective for the 1997-98 academic year.

The Catalog Subcommittee (CSC) of the AAC and Graduate Studies Committee has also reviewed holidays in the academic calendar. CSC members suggested eliminating holidays in the academic calendar and returning to full weeks of instruction.

* * * * *

6. Memorandum from Information Technology Task Force is in Exhibit E. Exhibit E is as follows:

MEMORANDUM

TO: Dr. Greg Hooks, Chair, Faculty Senate
FROM: Ken Kardong
DATE: January 18, 1996
SUBJECT: Announcement, IT Task Force

Under introductory announcements before the Faculty Senate, please inform the senators that the Provost's Office (Geoff Gamble) has formed a task force to make recommendations on the structure and function of Information Technology for the future. I chair the task force, and other members are on the attached list.

Anyone with vision of how IT should be organized to serve the future needs of Computing and Communications of the WSU community should share these ideas with me or with a member of the task force.

INFORMATION TECHNOLOGY TASK FORCE
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<th>Name/Department/Location</th>
<th>Phone Number</th>
<th>E-Mail Address</th>
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<tr>
<td>Karl Boehmke</td>
<td>335-9681</td>
<td><a href="mailto:boehmke@wsu.edu">boehmke@wsu.edu</a></td>
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<td>Tim Donahue</td>
<td>335-9301</td>
<td><a href="mailto:tim_donahue@wsu.edu">tim_donahue@wsu.edu</a></td>
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<tr>
<td>Steve Elgar</td>
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<td><a href="mailto:elgar@eecs.wsu.edu">elgar@eecs.wsu.edu</a></td>
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<tr>
<td>Elec. Engineering/Comp. Sci</td>
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<td>Tom Faulkner</td>
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<td>Geoff Gamble</td>
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<td>Vice Provost, Academic Affairs</td>
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<td>Information Technology (IT)</td>
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<td>Ken Vreeland</td>
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<td>John Webb</td>
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7. Reapportionment of Faculty Senate Constituencies is in Exhibit F. Exhibit F is as follows:

8. Legislative information is available on the net at the following address: [http://www.leg.wa.gov/](http://www.leg.wa.gov/)
Announcements (Reports).

1. Remarks by the Chair.--G. Hooks

Hooks announced the Nominating Committee for Senate officers for the coming year. The members are Doug Baker, Chair, John Kicza, KNota Liddell, Fran McSweeney and Wes Leid. Hooks stated that if anyone had suggestions for officers to contact a member of the Committee. Hooks stated that the Senate will be hearing about the Strategic Plan today but that the Senate will not be voting on it. The Plan is dynamic and continually changing. If the Senate were to vote on it it would have to come to the Senate every time there is a change. The role of the general faculty on input into the document was questioned. G. Gamble stated that faculty can at any time send suggestions to the Provost’s office or the Senate office or via e-mail.

2. Report from Legislative Representatives.--C. Clark, P. Chevalier

There was no report.


T. George gave a brief history of how the Strategic Plan evolved. He stated that it continually changes and welcomes any suggestions that might come from faculty. Concern was expressed that the library was not mentioned in the document. The Provost stated that the administration is concerned about the library and that an open discussion needs to be held on campus as to what to do with the library. The question was raised about how the university reacts to the current political climate. The Provost stated the Strategic Plan was one of reacting because it states we are interested in access but that we are also interested in quality. HECB has come out with a new Master Plan and it talks about access with quality throughout the plan. The legislature is receptive to the plan of access with quality. It was questioned why none of the action items mention quality. The Provost stated that a committee is being appointed to address the issue of quality, to define it and then add an action item on quality. Quality is part of the enrollment management. The Provost pointed out that higher GPA’s and higher SAT scores are not sufficient gages of what is quality. From 1985 to 1995 SAT scores and GPA’s have continued to go up and faculty continue to say that the quality is going down. Exhibit G is as follows:

Strategic Plan
for
Washington State University

Contents:
Executive Summary
I. Introduction
II. Role and Mission
III. Values
IV. External Environment
   A. Demographics
   B. Economy
Executive Summary

The Strategic Plan for Washington State University (WSU) is designed to help chart the course for the university as it moves into the 21st century. The overall document contains a summary of WSU's role and mission, a statement of the values which lay the foundation for the Plan, a discussion of the external environment which provides a broad context for the Plan, and the Plan itself, consisting of the statement of an academic principle, a list of planning goals and a list of support goals. A set of strategies is provided for the principle and each of the goals.

Below are highlights of the Strategic Plan:

Values
- Lifelong Learning
- Shared Community
- Individual Responsibility
- Empowering Leadership
- Academic Freedom and Academic Integrity

Academic Principle

Balance of Teaching, Research and Service/Outreach: As a land-grant research university, WSU will continue to have a balanced program of teaching, research, and service/outreach for enhancing the well-being of the state of Washington and beyond through the 21st century.

Planning Goals

Goal 1: Selective Excellence: WSU will build on its strengths, striving to enhance its reputation as a premier land-grant university, and will sustain or attain eminence in areas appropriate to its mission.

Goal 2: Expanded Access with Quality: WSU will develop into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology.

Goal 3: Increased Diversity: The university as reflected in all of its goals is committed to global and cultural pluralism among the faculty, staff and students.
Goal 4: **Enhanced Graduate Education and Research:** WSU will strengthen its graduate and professional education and research programs. This will be accomplished by increasing their enrollments and increasing externally-sponsored activities.

Goal 5: **Enriched Learning:** Students who graduate from WSU with a baccalaureate degree will receive a liberal education along with specialized emphases provided by their majors. They will be able to express themselves both orally and in writing, think critically and possess strong quantitative skills, including computer literacy. They will have benefited from a personalized educational environment like that associated with private colleges along with the opportunities provided by a major research university.

Support Goals

Goal 6: **Diversified Funding Base:** While the core activities at the institution will continue to require state funding, WSU will further diversify its funding base to significantly enhance its base of nonstate resources.

Goal 7: **Effective Personnel and Resource Management:** WSU will strive for the recruitment and retention of the very best personnel. It will effectively manage its resources in order to support its teaching, research and service/outreach programs, including the maintenance, improvement and/or replacement of capital facilities as necessary to preserve and enhance the unique physical character of each WSU campus.

I. Introduction

The role and value of our nation's higher educational institutions in today's world are under careful scrutiny by society, legislators and educators themselves. Traditional methods of operating must be examined and modified as higher education's relative share of public resources declines, while demands on the institutions continue to increase. In order to maintain its leadership role as a premier land-grant institution in a constantly changing social context, Washington State University (WSU) must continue to clearly articulate the role, mission and values needed to fulfill its overall land-grant charter. For that purpose this Strategic Plan has been prepared to help chart the course for WSU as it moves into the 21st century. The Plan builds on various earlier documents: *Institutional Planning: The Path to Excellence* (1984); *Planning for the Second Century -- Common Understandings: A Context for Planning at Washington State University* (1990); and *Role and Mission Statement* (1994).

The process for developing this Strategic Plan began in the winter of 1994 with the WSU President appointing a committee of faculty, staff and administrators, chaired by the Provost, to prepare a first draft of such a plan. This was accomplished over a period of five months through a series of meetings involving the committee and various invited guests from across the university community. During the summer of 1994, the completed draft of the Plan was shared with the Faculty and Staff Senates, the Associated Students of Washington State University, and the Graduate and Professional Student Association; it was also discussed at a retreat with a group of Regents, at
another retreat with the Council of Deans, and at a meeting with the Provost's Council. During the 1994-95 academic year, the Faculty Senate Planning Review Committee, along with the Provost and the Vice Provost, met regularly to analyze and rewrite the Plan. The resulting document was then shared in the summer and fall of 1995 with the Board of Regents, the President, the groups mentioned above, the Alumni Association, the local bargaining units of the Washington Federation of State Employees, the City of Pullman and various state legislators. Based on their feedback, this final version was produced and printed in the fall of 1995.

This Plan is seen as a dynamic document, on that should and will change as the university community continues to provide input; but it also offers a plan of action, one that can be used not only as a base for further discussion but also as an outline for current implementation. The success of this planning is dependent upon a systematic and continual program of assessment through which the institution will gauge the effectiveness of its actions and make changes needed for improvement. It is hoped that the Plan will also serve as a stimulus for further, specific strategic planning and consequent actions at unit levels throughout the university. The plan and the actions pursuant to it shall be communicated as broadly as possible in order to define and enhance the image and understanding of the university's role in the state as a premier land-grant institution.

II. Role and Mission

Role:

WSU serves a unique role in the state. The university, founded in 1890, is the state's land-grant university, and a mandated by its charter, fosters learning in the liberal arts and natural sciences, as well as in agriculture, home economics, engineering, business, health sciences, veterinary medicine and education. WSU's uniqueness arises from its vision of teaching/learning, research and service/outreach functions -- interdependent, mutually supportive and central to its land-grant mission.

The university consists of ten major academic units: eight colleges, a nursing education center and a graduate school. WSU has a statewide presence with campuses in Pullman, Spokane, Tri-Cities and Vancouver, and an Extended Degree Program at locations throughout the state. As Washington's land-grant university, WSU includes the Agricultural Research Center with major centers at Puyallup, Prosser and Wenatchee and smaller centers elsewhere, and Cooperative Extension programs in every county within the state. In addition, the university operates the Small Business Development Center throughout the state.

Mission:

The tripartite mission is teaching/learning, research and service/outreach. WSU is dedicated to meeting the educational demands and needs of its constituencies. To do so, it provides an environment that promotes, intellectual curiosity, integrity and a high sense of moral responsibility among all its students, staff faculty and administrators. Taking a comprehensive approach to higher education, the university offers opportunities to enrich the intellectual scope of the people it serves, to advance the frontiers of knowledge, and to provide leadership in solving global problems.
III. Values

A set of shared values guides the institution's actions and motivates decision-making:

**Lifelong Learning** - facilitate lifelong learning for all the university's constituencies
**Shared Community** - provide an open and affirming environment for all in which individual and global differences are valued.
**Individual Responsibility** -- install a renewed sense of responsibility to one's self and to society.
**Empowering Leadership** -- ensure proactive, responsive and responsible leadership within WSU.
**Academic Freedom and Academic Integrity** -- support fully the principles of academic freedom and integrity.

IV. External Environment

A. Demographics

The state of Washington has a population of 5,255,000. By the year 2010 this will increase to almost 6,600,000. During this same time, the percentage of multicultural citizens in the state will increase from 11.5% to 18.4%. The Asian and Hispanic populations are expected to grow significantly between 1990 and 2010 particularly as a result of increases in net migration. As a result, WSU must prepare to serve a larger, more diverse student population.

More than on-quarter of the population is under 18 years old. In the ten years between 1994-95 and 20004-05, the number of high school graduates in the state will increase from 52,425 to 72,603 (38.5%). Providing increased access for this rapid increase, while retaining quality, will be a significant challenge for all components of the university. Although nearly 23% of the state's population has a baccalaureate or higher degree, Washington ranks next to last in terms of per capita enrollment in upper division higher education.

B. Economy

In the last decade, the State General Fund has increased by 103.6%. In that same time period, the increase to higher education has been only 48%. In the last two biennia, the State General Fund has increased by 8.2% while funding to higher education has decreased 5.1%. In the 1995-97 biennium, The State's General Fund will increase by $1.4 billion over the 1993-95 biennium, and General Fund-State cash receipts are expected to grow 8.3% (2.4% adjusted for inflation).

Personal income is expected to increase at an average annual rate of 5.7% between 1995 and 2005 (compared to a national growth rate of 5.5% per year for the same period). Employment in the state is also expected to increase at just over 2% per year between 1995 and 2005.
C. Political and Social Setting

As across the country, the 1994 general election reflected a significantly more conservative electorate and state Legislature. The mood of lawmakers in the 1995 regular state legislative session was to bring state spending in all areas, including higher education, "under control." Not just fiscally conservative, the legislature appeared to be more populist in philosophy than previous sessions. That is, efforts were made to carry out the "will of the people" as perceived by elected officials. Throughout this movement, which some characterize as a political revolution, was increasing concern for access to public four-year institutions. There is growing recognition in the legislative and executive branches that Washington ranks 49th out of the 50 states in per capita enrollment in four-year institutions and that there is an anticipated 50 percent increase in the high school graduating classes. But a growing number of legislators believe the answer to this critical problem is not additional funding for institutions. Instead, many newly-elected legislators favor strategies that would lead to pushing students through the system faster (time-to-degree), increasing class size, reducing administration, reducing research and public service workloads, and containing salaries or benefits, especially for higher-paid faculty and administrators.

D. Constituencies

Students, undergraduate and graduate, form the primary constituency of the university. Although the university has a special responsibility to students from the state of Washington, it also services students from other states and countries who, in turn, contribute to the richness and diversity of the university experience for all.

Other constituencies include the faculty and staff; the beneficiaries of the university's research and extension activities; the state legislature; employers of the university's graduates; county and local governments and the citizens whom they represent; individuals and organizations who provide non-state funding for the university; alumni; and other friends of the university.

V. Plan

This Plan is divided into three parts. Part A contains the statement of an overall academic principle along with a set of strategies associated with that principle. Part B presents a list of five goals with a set of strategies for achieving each of the goals. Part C provides two support goals and associated sets of strategies necessary for successfully addressing the planning goals. Following each individual set of strategies are one or more immediate action items to serve as a first step toward the implementation of the Plan.

A. Academic Principle

**Balance of Teaching, Research and Service/Outreach:** As a land-grant research university, WSU will continue to have a balanced program of teaching, research, and service/outreach for enhancing the well-being of the state of Washington and beyond through the 21st century.
Strategies:

Faculty and staff will be properly recognized and rewarded for their contributions, including tenure and promotion, with the understanding that the balance of teaching, research and service/outreach can vary from one person to another.

Related to the above, WSU recognized that for a unit to pursue its mission successfully, a member of that unit or the unit itself, with the concurrence of the other members and appropriate leadership, may emphasize or de-emphasize one of the components with respect to the other two.

In its creative activity, WSU will continue to carry out research relevant to the needs of the state and humanity at large. Research results in turn will be made available to the public with the help of other entities and institutions, including industries, government agencies and the public education system. WSU will foster activities that turn research into meaningful applications, both within the state and beyond to the nation and world.

Action Item:

WSU will define the concept of the "unit mission" and explore how each member can contribute in the most effective fashion possible to carry out this mission, recognizing that each member can have a different set of responsibilities according to his/her talents and interests. In this regard, the university will initiate discussions, both at the unit and broader university levels, regarding the appropriate balance among teaching, research and service/outreach for faculty members.

B. Planning Goals

Goal I: Selective Excellence: WSU will build on its strengths, striving to enhance its reputation as a premier land-grant university, and will sustain or attain eminence in areas appropriate to its mission.

Strategies: Building excellence must rest ultimately on the criteria of quality, centrality, need and cost.

The programs encompassing the academic core will be supported by budgets adequate to provide quality teaching, research and service/outreach. The programs will continue to improve through assessment activities and internal reallocation of resources.

The university community and its stakeholders will identify through the colleges programs either within or across colleges for which eminence is intended. A very small number of these or appropriate combinations will be adopted as university priorities. The university can afford to contribute to the support needed for eminence for just a modest number of programs, which can be assisted through the budget process only if they are clearly identified.
The strategies formulated above will help periodically to establish the agenda for the university's reconfiguration process, which will continue regardless of changes in the university's budget.

**Action Items:**

During the 1995-96 academic year, the university will examine the definition of the "academic core" both at the college and university levels.

As part of its overall assessment activities in programmatic review, by 1996 the university will develop a plan for the periodic review of organized units such as centers, institutes and laboratories.

Through periodic reviews including internal and external assessment and accreditation activities, the university will identify programs for enhanced resources and also duplicative and other low-priority programs for consolidation, downsizing or elimination.

**Goal 2: Expanded Access with Quality:** WSU will develop into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology.

**Strategies:**

Given sufficient resources, as the state's population expands, WSU will expand enrollment at the Pullman campus to maintain at least the current population participation rate. Half of all students at the Pullman campus will be housed on campus or in university-approved housing, to ensure a proper residential climate with benefits equivalent to a small college.

The branch campuses and ICNE will continue to grow in enrollment, with disciplinary emphases as appropriate to the needs and resources of the various locations. WSU will continue to capitalize on the opportunities and resources provided by the areas surrounding all campuses for cooperative programs, such as hospitals in Spokane and Yakima, government-supported industries in Tri-Cities, businesses in Vancouver and the greater Portland area, and other educational institutions.

Expanded enrollment throughout the system will be accompanied by the maintenance and development of educational programs of the highest quality.

Special efforts will be undertaken to ensure a student body of the highest quality.

WSU will continue its cutting-edge programs in the use of telecommunications for instruction, and extending the Washington Higher Education Telecommunications System to new sites as needed. Other capabilities such as Internet and satellite will be used to expand offerings as the enrollment in the Extended Degree Program is expanded.
In keeping with its commitment to expand educational opportunities throughout the state, WSU will continue to develop its offerings of continuing and extension educational programs.

New learning centers will be created throughout the state in order to expand the university's educational offerings and will draw from all elements across the university including Cooperative Extension, the Agricultural Research Center and Academic Affairs.

In an effort to accommodate increased enrollment and to increase educational effectiveness, WSU will develop new facilities with the help of telecommunications and computer technology and explore creative uses of evening, weekends and summer session.

Budget policies, informed by assessment data, will support allocation of new resources to area of enrollment, growth and the reallocation of existing resources from areas of declining enrollment, if any, to areas of enrollment growth.

Just over ___ % of the graduates of our four-year programs do so in four years, and the average time needed is 4.8 years. By the year 2010, we expect to raise the percentage graduating in four years to 60% and lower the average time-to-degree to 4.5 years. As an intermediate measure of performance, we have goals of 4.7 for the year 2000 and 4.6 for 2005.

Action Items:

The review and implementation of the Enrollment Management Plan will proceed in 1995-96 with the help of the Enrollment Management Team.

The university will assess and redefine as necessary the relationships among the academic and budgetary structures of the university system. For example, tenure and promotion responsibilities for branch campus faculty rests with the academic dean, while budgetary control resides with the campus dean.

An assessment program for time-to-degree for both full-time students (Pullman campus) and part-time students (branch campuses and extended degree program) will be carried out and reported on an annual basis. This will include the percentage of course requests that are honored, the availability of financial aid and other services, and issues of retention. The university will also work cooperatively with the K-12 system and community colleges to ensure sufficient preparation of students for coursework at WSU. Timelines will be periodically established, analogous to those of 1994 by the WSU Committee on Statewide Time-to-Degree Legislation.

A process will be established in 1996 to guarantee completion of a baccalaureate degree in four years in selected disciplines.

**Goal 3: Increased Diversity:** The university as reflected in all of its goals is committed to global and cultural Pluralism among the faculty, staff and students.
Strategies:

The university will recruit, employ and retain a diversified work force which equitably represents persons of color, persons with disabilities and women in faculty, staff and administrative positions.

WSU will continue its commitment to providing access to higher education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background or geographic location.

The university will continue its commitment to maintaining an environment free of discrimination where harassment of any kind is not tolerated.

WSU values the contributions of foreign faculty, students and staff in the promotion of global education and understanding. The university will continue to encourage international cooperation throughout its academic programs, with special emphasis on the Pacific Rim, including expansion of foreign language offerings.

WSU will strengthen its divers and multicultural effort in all aspects of university life, including the curriculum and campus-wide extracurricular activities, to foster understanding and provide cultural enrichment.

Action Items:

The diversity plans established by each of the colleges, branch campuses and the university as a whole will be implemented.

As part of the implementation of the above strategies, WSU will increase its percentages of faculty, staff, students and administration of color by rigorous recruitment and retention efforts. Periodic targets for adding faculty of color and admission of students of color will be set as necessary.

The university will strengthen its efforts to diversify the curriculum.

Progress on the above action items will be tested on an annual basis through a properly developed plan of assessment.

Goal 4: Enhanced Graduate Education and Research: WSU will strengthen its graduate and professional education and research programs. This will be accomplished by increasing their enrollments and increasing externally sponsored activities.

Strategies:

Anticipating economic and cultural needs and responding selectively, WSU will double the enrollment of graduate and professional students by the year 2010, while maintaining a high quality as substantiated through appropriate assessment activities.
WSU will examine opportunities for growth in various professions that are placing greater importance on master's degree programs.

Much of the growth in graduate enrollment will be at the branch campuses. Graduate programs will be offered that meet the special scheduling requirements of students and economic needs of the regions served by each campus, such as health sciences and design at Spokane, engineering, science and agriculture at Tri-Cities, and natural resources and education at Vancouver.

Recognizing that graduate teaching assistantships are important not only to graduate students but also to the undergraduate teaching programs, the university will secure increased funds for such assistantships. Further, the university will encourage more externally-funded research assistantships as a necessary means for increasing graduate enrollment, particularly in doctoral programs.

WSU will recruit and retain greater numbers of underrepresented graduate and professional students.

To promote enhanced development of its research missions, WSU will increase the level of external grants and contracts. The university will provide a supportive environment and sufficient resources to faculty and staff in order to carry out their programs.

The university will strengthen corporate relations and look for innovative partnerships with industry and entities both within and outside the state that serve to enhance and modernize it teaching and service/outreach missions as well as those that increase its financial base for research.

The university will seek new and effective means of transferring the results of research and technology to society.

**Action Items:**

The university will work with the Higher Education Coordinating Board in rewriting its Master Plan as it reexamines it 1991 goal for doubling the graduate enrollment at WSU by the year 2010.

By 2010, WSU will become one of the top fifty universities in federally-sponsored research.

**Goal 5: Enriched Learning:** Students who graduate from WSU with a baccalaureate degree will receive a liberal education along with specialized emphasis provided by their majors. They will be able to express themselves both orally and in writing, think critically and possess strong quantitative skills, including computer literacy. They will have benefited from a personalized educational environment like that associated with private colleges along with the opportunities provided by a major research university.
Strategies:

All WSU campuses will recruit, retain and graduate the best and most diverse students possible.

The university will provide the preeminent undergraduate learning environment in the state.

The university will remain dedicated to quality teaching and will facilitate faculty exploration of new ways of enhancing student learning. This includes the Honors Program, further integration of technological and other innovations into the pedagogical process, interdisciplinary and team learning, and partnerships with public and private entities. The Teaching Portfolio will continue to assist in this effort, and beginning in the 1995-96 academic year, all faculty under consideration for tenure and promotion will submit Teaching Portfolios.

All undergraduate students at WSU will participate in the university's General Education Program (or its analogue in the Honors Program). This program, including increased emphasis on oral and written communication throughout the curriculum, quantitative skill improvement, computer literacy and the World Civilizations courses which include issues of diversity, will be subject to continual improvement and refinement. It is the foundation for appreciation of knowledge, principles and values, and provides a sound preparation for lifelong learning.

The academic departments will continually reevaluate and modify their disciplinary curricula to meet the needs of the state and society. Assessment will continue to play a key role throughout the curriculum.

The university will aggressively examine innovative forms of pedagogy and design of curriculum to better enhance student learning at WSU and encourage students to become independent, lifelong learners.

The university's environment will provide an enriched co-curricular educational experience so that students may benefit fully from its residential nature. It will enable students to excel both academically and personally through formal educational programs and extracurricular activities, including athletics, the development of interpersonal relationship and leadership skills among peers, faculty and staff, and participation in a wide range of programs including athletics and cultural events.

WSU will strengthen the interactions of students with faculty and staff through improvements to academic advising, student counseling and mentoring programs.

WSU will enhance intercultural and international understanding through its curricular international and extracurricular programs. It will provide increased opportunities for exposure to and appreciation of cultural and societal diversity essential to institutional and personal success in an increasingly global community.
Action Item:

Virtual WSU will continue to be developed. Innovative technology will play a greater role in instruction through virtual education and asynchronous learning, and will be coordinated with capital planning. Programs will be established to ensure that all students participate in some aspect of the virtual learning environment, acquiring the necessary computer skills accordingly. Between Fall 1996, and Fall 1999, the percent of the freshman class being served by at least one virtual education course will increase from 50% to 100%. Faculty involvement will increase from 50 faculty to 1,000 faculty in that same period.

Pilot assessment activities including surveys of student satisfaction with the use of multimedia and computer technology in instruction will be broadened and extended throughout the university.

C. Support Goals

Goal 6: Diversified Funding Base: While the core activities at the institution will continue to require state funding, WSU will further diversity its funding base to significantly enhance its base of nonstate resources.

Strategies:

WSU will aggressively manage its endowment, trust and management portfolios to obtain maximum total return, to discharge its fiduciary duties and to remain flexible to changing financial conditions and management devices.

WSU will continue to work with the state legislature to establish maximum flexibility for managing its resources.

The university will continue to offer incentives to individual units for increasing their funding base through donations, grants and other extramural sources.

Units within the university, with the support of the WSU Foundation, will aggressively identify and pursue gift opportunities with foundations, industries and individual donors. These include resources dedicated directly to students, such as scholarships, and to faculty, such as professorships.

With the support of the Office of Grant and Research Development (OGRD) and legislative liaison personnel, units will increase their level of support from federal and state governments, industries and other sources (e.g. foreign governments) in order to enhance educational and research opportunities.

Given the changes in the national and global economies and environment, WSU will develop new strategies for establishing partnerships with industry, governments and other institutions. This effort will rely on non-traditional as well as traditional means that entail closer cooperation among the WSU Foundation, WSU Research Foundation, OGRD, Government Relations and other sectors of the university.
WSU will adapt its policies on licensing, royalties and technology transfer and commercialization to given opportunities in order to increase potential revenue for the enhancement of the educational and research programs of the university.

**Action Items:**

The university will be open to new mechanisms to provide incentives for individuals to increase the university's funding base through more extramural support.

WSU will explore novel ways and nontraditional granting processes for entering into partnerships with industry. In this regard, the university will examine the mission of the Research Foundation and how this might be modified to be more responsive to changing needs and demands of the faculty.

WSU will examine the role of the Office of Grant and Research Development on the branch campuses.

The university will more aggressively work to increase the level and stability of state support to provide a solid foundation for quality programs.

WSU will improve its communications with all key constituencies who influence decisions about funding, especially taxpayers, legislators, media and donors. Progress in this regard will be periodically assessed not only by looking at the levels of funding but also through appropriate surveys and opinion polls.

**Goal 7: Effective Personnel and Resource Management:** WSU will strive for the recruitment and retention of the very best personnel. It will effectively manage its resources in order to support its teaching, research and service/outreach programs including the maintenance, improvement and/or replacement of capital facilities as necessary to preserve and enhance the unique physical character of each WSU campus.

**Strategies:**

All WSU campuses will recruit and retain the best and most diverse faculty and staff and maintain a university environment that is hospitable and supportive of its entire employee community. Particular attention will be paid to promoting collegiality; creating opportunities and resources to increase educational, professional and personal development; addressing issues of appropriate recognition and rewards; and maintaining an attractive quality of life at WSU.

WSU will establish and maintain excellent facilities and services in order to enable university programs to thrive.

To ensure an environment of continuous improvement, the university will rely on the responsible involvement of all employees in the management process, will be an effective steward of public and private funds, and will continually find ways to make operations more efficient.
WSU is a university system with many locations. Therefore, a faculty member's affiliation with a department or program is within the university system and defined by the geographic site of the faculty member. Efforts will be made to integrate faculty members into the university system at all levels regardless of geographic location.

All WSU campuses will maintain high-quality standards for faculty research, teaching and service outreach. The same standards for tenure and promotion will be maintained across all WSU campuses.

WSU will provide the necessary infrastructure, facilities and support staff for instructional and support services to students and also its employees to increase educational opportunities and enhance the collegiate experience.

External constituents (including legislators, state and federal officials, alumni, donors, corporate and community leaders, the media and Washington citizens generally) are a valuable resource to WSU. The university will expand its efforts to build supportive relations with these groups and will seek their views and ideas.

**Action Items:**

By 1996 the university will codify personnel procedures for the Administrative/Professional staff and consider analogous processes for graduate assistants.

WSU will strengthen its working relationships between the union and the university.

The university will establish a mechanism for employees to suggest greater efficiencies across all the campuses and locations throughout the state.

* * * * *

**Comments by Len Porter, Chair, Planning Review Committee.**

Porter stated that the Committee had a lot of input into the Strategic Plan. The Committee members have had extension participation in the evolution of the current Plan. This is a dynamic document subject to revision as circumstances require.

**Discussion Items.**

Although a quorum was not reached, it was the consensus of those present that discussion items be presented for comments.

1. Recommendation from Organization and Structure Committee for Ex-Officio Members of Steering Committee (Exhibit I).

   There was no discussion of this item.

2. Recommendation from Organization and Structure Committee for Eliminating Membership on Budget Committee (Exhibit J).
There was no discussion of this item.

3. Recommendation from Graduate Studies Committee for “Graduate Course and Graduate Credit” (Exhibit K).

Sylvester stated that undergraduate courses are courses that are not approved for graduate credit but might be beneficial to a graduate student’s program. These courses would have to be approved by the graduate student’s committee. Questions were raised about the impact on departments that do not have many 500 level courses. K. DePauw from the Graduate School stated that all departments and programs offering graduate degrees have enough 500 level courses to meet the minimums needed.

4. Recommendation from Graduate Studies Committee for “PhD in Education subspecialization in Educational Psychology” (Exhibit L).

There was no discussion of this item.

5. Recommendation from Graduate Studies Committee for “Curricular Changes for American Studies Program” (Exhibit M).

There was no discussion of this item.

6. Resolution from the Library Committee “Library Shortfalls” (Exhibit N).

The Library Committee is concerned over the large shortfall in the library budget for journals. The shortfall came about because of the currency exchange rate in Europe. G. Gamble stated that the Provost’s office would put together a campus wide committee to look into the a long range plan for journal use and coverage. Coming up with money every year to cover shortfalls is putting a Band-Aid on a long term problem. It was stated that one solution may be to look at the usefulness of the journals that are being subscribed to. It may be that some need to be dropped so that other more useful journals could be obtained. It was also stated that the future in research may be in networking. Some researchers are networked with others in their field through e-mail. A question was raised about how other research universities across the nation are dealing with this problem and what solutions are they coming up with. T. George stated the UW has raised a large endowment to help fund their library and that is one thing WSU is starting to do. Some expressed concerned over the word “directing the administration” they felt faculty don’t have the right to make such statements. The extra money for the library is coming from other sources such as start up costs for new faculty. These types of things need to be taken into consideration

Constituents’ Concerns.

R. Cady stated that a faculty member in his department was concerned about an article published in the Daily Evergreen regarding finals over WHETS during dead week. During WHETS orientation it was stated that AAC passed a resolution that WHETS was not exempted from delivering finals during dead week. Which policy is correct? J. Washburn stated that was an exception for WHETS but that it had been removed. That change will be effect fall 1996
but J. Pomerenk from the Registrar’s Office will check it before the next meeting. Cady stated that there is a difference with the UI finals calendar and it needs to be checked.

Speth from Vet Med stated that because of cuts to the libraries the faculty and students are concerned that the cuts will come to the point that it will jeopardize the ability of the college to maintain accreditation.

L. Dunlap stated concern about irregular access of faculty across campus to computerization capabilities. She asked if there was any evaluating going on across campus to address this issue. It was stated that K. Kardong has been appointed to chair a Task Force to study IT and its functions.

Adjournment.

The meeting adjourned at 5:40 p.m.

Richard W. Crain, Jr.
Executive Secretary