Building on a Firm Foundation

Strategic planning, by definition, looks outward. It requires organizations to examine their environments, assess trends, competitors and risks, and create a plan of action that will assure success.

While such planning is critical—especially in today's changing and competitive higher education environment—Eastern Washington University began its planning by first looking inward. It began with a year-long discussion about EWU mission and academic values that resulted in the Academic Strategic Plan, adopted by the Board of Trustees in 2004.

Collaboratively created by faculty and staff across the university and under the joint leadership of the provost and Faculty Organization, the plan outlined what the university holds as central to our mission.

At its core is the idea of a truly integrated and interdependent academic experience that distinguishes Eastern as an engaged, student-focused university of opportunity. To achieve this vision, the Academic Strategic Plan outlined three vital components:

1. A rigorous and engaged student learning experience
2. An academic community culture that supports and engages faculty throughout their careers
3. An institution-wide commitment to community engagement that benefits the university, the region and the world

The Academic Strategic Plan is the foundation on which continued strategic planning will be based. It forms the touchstone for what we consider important as an institution and a description of the kind of university we want to become.

Facing Challenges, Seizing Opportunities

With our academic vision in place, EWU faculty, staff and administration took the next step in our planning process and looked outward. Our continued planning has been based on a thorough assessment of the environment in which we serve our students and communities. It is, by all measures, an environment marked by both challenge and opportunity.

While enrollment growth continues, demographic projections predict a significant decline in demand after 2010—and in some scenarios, even earlier. The competitive marketplace will become more so with declining demographics and four-year satellite campuses coming online. In this climate, retaining students is an imperative.

Enrollment trends will have a significant impact on EWU's resources, since 90% of all revenue is enrollment based. EWU is now a state-assisted not a state-supported university, and despite our success in this year's biennial budget, we anticipate static or declining state support in the future.
Our Charge: Advance the Vision

Given these realities, and using our Academic Strategic Plan as our guide, we expanded our collaborative planning process.

A leadership team of the provost, vice presidents and Faculty Organization president coordinated the nine-month process. More than 40 faculty, staff and administrators formed six Work Groups to examine issues of growth, resources and institutional capacity. We also convened a 50-member Advisory group that included alumni and members from the Cheney and Spokane communities to provide additional counsel and feedback.

The Work Groups were asked to work within and across teams to determine the best strategies for making possible the vision of our academic plan. Their proposals were discussed and vetted by the Advisory Group and at four public campus forums.

The resulting recommendations for strategic action are the product of this inclusive process. They form the roadmap for achieving the academic vision outlined in the Academic Strategic Plan.

Early in the strategic planning process we realized that if we are to create the university we envision we must not only grow our resources in support of our aspirations, but we must also distribute and manage them in ways that reflect our institutional priorities. This will require us to make choices. The strategies outlined in this document provide the guideposts for focusing our efforts and our resources to serve best our students and our communities.

Grow, allocate, manage are the organizing mandates for our university strategic plan.
Priority Recommendations
The goals and strategies outlined on the following pages—to grow, allocate and manage Eastern’s resources, capacity and people—present a dynamic roadmap to realize our academic aspirations. While each will require the collaborative response of individuals and units across the university, there are several overarching recommendations that we believe will be essential to implementation and must begin immediately. We propose:

ONE
Create a University Strategic Planning Council
This Council, accountable to the provost, President’s Cabinet and Academic Senate, will be ongoing and oversee implementation of the strategic planning efforts at Eastern. It will be chaired jointly by a member of the Cabinet and a faculty representative, and its members will be chosen, according to established selection procedures, based on their experience with strategic planning, commitment to EWU’s integrated academic vision and their expertise in supporting collaborative, innovative change.

The Council will provide regular updates to the Deans’ Council and the Academic Senate. At the Cabinet’s direction, the Council will establish teams to assure that the goals and strategies of this plan are advanced.

TWO
Establish Implementation Priorities
The President’s Cabinet will review both the Academic Strategic Plan and the recommendations of this University Strategic Plan and set annual priorities for implementation. As appropriate, members of the Work Groups may be included in the deliberations.

THREE
Evaluate and Implement Recommendations of the Assessment and Accountability Committee
Ongoing assessment of curricular, programmatic and institutional activities is critical to effective planning and success. The Assessment and Accountability Committee, formed as part of our strategic planning efforts, is developing a campus-wide plan to integrate assessment into planning and implementation.

We recommend institutionalization of its proposals and incorporation of assessment into ongoing evaluation of strategic planning and the work of the university.
Grow
Resources and Capacity to Enhance Eastern’s Academic Quality
Our commitment is to our students—to provide them with a high-quality academic experience that offers a solid liberal arts education, career preparation and opportunities for leadership.

This mission has not and will not waver, however the environment in which we serve has changed and continues to do so. Looking forward, we must expect static or decreasing state support, increasing competition for students and rising costs. If we are to continue to provide a high-quality education to our students, we must grow all our revenue sources but especially our enrollment resources. To do so, we set the following goals:

1. Plan for and manage Eastern’s enrollment growth
   STRATEGIES IN SUPPORT OF THIS GOAL:
   • Create an Enrollment Management Team charged with aligning enrollment planning with the goals of the Academic Strategic Plan and with value-based strategies that emphasize quality, cost and location.
   • Create a comprehensive and aggressive recruitment plan that includes distinctive strategies for primary and secondary markets, including Eastern Washington, the Puget Sound area, Western Undergraduate Exchange and international locations.
   • Annually assess the effectiveness of the recruitment plan.
   • Expand market share among underrepresented communities.

WE WILL MEASURE OUR SUCCESS:
• Year-over-year enrollment growth in identified markets.
• Increased transfer rates and market share of freshmen in state.
• Increased enrollment in 2+2 programs.
• Increased percentage of students from underrepresented communities.

GROW: WHAT DOES SUCCESS LOOK LIKE?
• We manage demographic shifts, rather than react to them.
• We are able to plan effectively based on a consistent revenue stream fed by managed enrollment and increased funds from non-state sources.
• We form innovative partnerships across the state to offer programs where students need them.
• Prospective students, parents and legislators see Eastern as a first-choice university that serves the entire state.
• Our campus culture and learning community is attractive to all kinds of learners.
• Everyone on campus is involved in helping students succeed.
• We lead our peers in student retention and degree completion.
• Students and faculty from diverse communities seek out Eastern for its multicultural educational experiences.
• Faculty and staff voluntarily participate in development efforts.
2. Increase Eastern’s student retention and degree completion rates
STRATEGIES IN SUPPORT OF THIS GOAL:

• Research graduating cohorts to determine benchmarks for retaining and graduating EWU students.

• Develop differentiated student and academic support for specific student populations (undergraduate, graduate, on- and off-campus, first generation, etc.)

• Partner with K-12 to increase student preparedness for college.

• Create a campus culture that serves all kinds of learners.

• Enhance orientation programs for all new students, with a clear focus on what it takes for students to be successful.

• Enhance curricular and co-curricular programs that promote social and academic integration across all areas of student life, including the residence halls, student clubs and organizations, and recreational and athletic programs.*

• Provide student and faculty support services across all locations.

• Provide training for student support staff, faculty and chairs in policy implementation.

• Coordinate retention efforts with general education review (in process) and ongoing program review.

• Integrate service and community-based learning into academic curricula.

WE WILL MEASURE OUR SUCCESS:

• Increased graduation efficiency rates.

• Student retention rate increases, notably for specific student groups currently lagging.

• Increased participation by faculty and staff in recruitment and retention activities.

• Student surveys indicate increased satisfaction with student and academic support services.

• Increased support for and continued progress in athletic gender equity initiatives and a sustainable athletic program.

3. Obtain additional state funding
STRATEGIES IN SUPPORT OF THIS GOAL:

• Pursue mutually beneficial state partnerships around high-demand or state-need priorities or performance contracts that support EWU’s mission.

• Seek support for EWU’s distinctive mission to our region and first-generation students.

• Re-invest new state enrollment funding to support planned and managed enrollment growth as well as academic and service quality.

WE WILL MEASURE OUR SUCCESS:

• Increased levels of state funding.

* italicized text is proposed language pending Faculty Organization review, Fall 2006.
4. Increase non-state revenue

STRATEGIES IN SUPPORT OF THIS GOAL:

• Generate additional non-state resources from campus-based business and auxiliary services, e.g., housing, dining services, etc.

• Increase revenue-generating contracts with private industry and business.

• Encourage community, educational and scholarly partnerships to increase grant funding.

• Support the development of a “grant culture” by enabling leadership by deans and department chairs.

• Target priority grants and contracts in partnership with rural communities, local tribes, international programs and collaborative service and education projects.

• Enable and encourage university-wide engagement in the comprehensive campaign.

WE WILL MEASURE OUR SUCCESS:

• Increased non-state revenues.

• $20 million in external grants and contracts by 2010.

• Successful comprehensive campaign.

• Continued citing in national publications for educational value.
**ALLOCATE**

*Redefining Resources, Capacity and People in Support of EWU’s Mission and Academic Vision*

Increasing Eastern’s resources and capacity is essential if we are to continue to support and expand our commitment to serving our students and state, however it is not sufficient for academic excellence. How we distribute our funds and determine the priorities of our faculty, staff and students directly impacts the quality of our institution.

Our goal at Eastern is to allocate our financial and personnel resources so that the priorities of our mission and vision are supported and rewarded. To this end, our administrative and governance structures and policies must facilitate our academic goals. Ongoing strategic planning, assessment and budgeting will be inextricably linked.

In order to more effectively allocate resources, capacity and people in support of our mission and vision, we propose the following goals:

1. **Integrate an Academic Strategic Plan Resource Pool into Eastern’s resource allocation model to direct targeted funding to institutional priorities.**

   **STRATEGIES IN SUPPORT OF THIS GOAL:**
   - Create an Academic Strategic Plan Pool with oversight by the President’s Cabinet.
   - The Strategic Planning Council will annually request proposals for initiatives that will advance the priorities of the academic strategic plan and make recommendations to the President’s Cabinet for allocation. Priority will be given to proposals that include provision for matching funds.

   **WE WILL MEASURE OUR SUCCESS:**
   - 15% of annual gross carry-forward dollars is available each year, beginning in 2005/06 to implement the Academic Strategic Plan.

2. **Adequately fund EWU’s libraries**

   **STRATEGIES IN SUPPORT OF THIS GOAL:**
   - Assure that base funding supports academic priorities.
   - Assure library access and services to EWU students, faculty and staff at all locations.

   **WE WILL MEASURE OUR SUCCESS:**
   - Increased access to online collections and services in support of EWU priority programs.
   - Library resources will meet or exceed Northwest Commission on Colleges and Universities and individual program accreditation standards.

**ALLOCATE: WHAT DOES SUCCESS LOOK LIKE?**

- We invest in our goals.
- We are nationally recognized for our general education program.
- Faculty and staff create innovative ways to enhance the Eastern experience—and their efforts are funded adequately.
- The EWU library is a vital resource for the entire academic community.
3. Adjust funding structures to support Eastern’s distinctive General Education program

Beginning in 2005, the provost and Faculty Organization president convened a General Education Review Group, led by the faculty fellow for general education. The Group is charged with creating a distinctive general education program for Eastern that fulfills our academic vision for integrated and interdisciplinary learning and that engages students in preparation for professional study and citizenship. That work is in progress with expected recommendations by 2006.

STRATEGIES IN SUPPORT OF THIS GOAL:
• As the General Education Review Group identifies, recommends and coordinates proposals for a general education model for Eastern, a supportive funding structure should be created. (See Work Group 4 report for a menu of potential tactics.)
• The funding model should support engaged learning in liberal arts, integrated with career preparation and timely completion of degree.
• The funding model should be collaboratively created and vetted by all campus constituencies.
• The funding model should creatively address the goals of the Academic Strategic Plan.

WE WILL MEASURE OUR SUCCESS:
• Collaborative decision making.
• A distinctive, integrated general education program.
• Demonstrated student learning against meaningful benchmarks that include curricular and co-curricular measurements.

4. Integrate self-support programs into the full academic mission

STRATEGIES IN SUPPORT OF THIS GOAL:
• Create a university-wide policy outlining all parameters for approval of new self-support programs. Such parameters should include a formal academic and business plan that fulfills the university mission and academic strategic plan.
• Review the university-wide policy that requires all self-support programs to include a proportional allocation to support libraries, student services, physical plant and institutional support equivalent to distribution of state dollars for state-funded programs.
• Communicate exceptions to university policy, and the rationale behind them.

WE WILL MEASURE OUR SUCCESS:
• Thriving self-support programs that support institutional priorities.
MANAGE

Resources, capacity and people effectively and efficiently

The third mandate of Eastern’s implementation strategy is to manage more effectively the resources we have. Our goal is not mere efficiency, it is more effective capacity to serve our students, engage faculty and staff, and fulfill our service mission to our communities. To do so will require that we assess current structures, policies and activities, benchmark best practice and constantly challenge ourselves to find creative ways to improve our university.

It is within these goals and strategies that every member of the Eastern community can find a role. We propose:

1. Align programs with mission and academic vision

STRATEGIES IN SUPPORT OF THIS GOAL:

• Support the faculty fellow for general education and the General Education Review Group in identifying and implementing the approved general education program.

• Support the faculty fellow for service learning in formalizing support for service learning as an institutional hallmark.

• Conduct a formative program assessment process with a focus on supporting and strengthening those programs that meet the goals of the Academic Strategic Plan.

• Revise the charge to the Program Review Committee to include auditing the curriculum and reviewing new program proposals before submission to the Higher Education Coordinating Board.

• Move course and program procedures from paper to electronic processes.

• Reduce course duplication and consolidate classes, based on a complete curriculum audit.

• Amend Faculty Organization procedures to identify course duplication and reject proposals for duplicate courses or those with inadequate funding.

• Implement policies that require all new program proposals to identify initial and ongoing costs and sources of funding before course approval.

WE WILL MEASURE OUR SUCCESS:

• Course duplication is reduced year over year.

• New courses do not duplicate existing courses.

• Increasing numbers of common courses that serve multiple majors.

• New programs are initiated only if they have clearly defined funding sources.

• Assessment cycle of student learning outcomes begun.

• Numbers of faculty and students involved in service learning and community engagement in both general education and the majors increases year over year.

• Faculty Activity Plans incorporate service learning and community engagement.

• Contributions to general education includes participation by staff from academic and student affairs for integration of services related to retention and academic success.
2. Promote a campus culture of participation and engagement that recognizes and supports faculty and staff

STRATEGIES IN SUPPORT OF THIS GOAL:

• Encourage flexibility and reward diversity in service, teaching and research across career lifetimes, consistent with the university mission, Academic Strategic Plan and goals of individual faculty, departments and colleges.

• Promote opportunities for faculty and staff to convene for planning, addressing issues and building community.

• Review and recommend appropriate forms of faculty and staff recognition for efforts that support Eastern’s mission.

• Maintain appropriate levels of faculty and staff, based on priorities of the academic strategic plan consistent with enrollment growth, geographic expansion and professional expectations.

• Recognize and reward research and service in addition to teaching excellence.

• Continue and expand public recognition and rewards for exemplary staff service.

• Support professional development and retraining for faculty and staff.

• Communicate institutional goals effectively and share achievements of faculty and staff internally and to external audiences.

WE WILL MEASURE OUR SUCCESS:

• Increased media coverage of Eastern achievements by faculty and staff.

• Colleges are regularly accredited and meet the standards of periodic external reviews.

• 90% of staff will have the opportunity to participate in professional development or training.

MANAGE: WHAT DOES SUCCESS LOOK LIKE?

• Our strong program mix reflects our academic vision.

• Faculty Activity Plans do not sit on the shelf; they evolve and are used by faculty and their departments as tools for success.

• The EWU community celebrates and rewards teaching, service and research.

• Faculty and staff convene annually to assess and affirm university goals.

• Students and faculty are attracted to EWU’s technology-rich learning community.

• Annual assessment of student learning and institutional effectiveness is campus-wide.
3. Align hiring and recruiting practices with mission and academic goals

STRATEGIES IN SUPPORT OF THIS GOAL:

• Evaluate prospective faculty with regard to their potential for significant research, service and teaching accomplishments not only in regard to their own professional careers but also to their department and college plans as well as to the University mission and general community needs and expectations.

• Evaluate prospective faculty with regard to their commitment to a culture of engaged service, research and teaching.

• Establish and implement proactive and timely hiring practices of faculty, staff and administrators.

• Pursue innovative joint and interdisciplinary appointments.

• Encourage diversity in hiring of new faculty and staff.

• Pursue research appointments supported by grants and contracts.

• Explore alternative funding sources for financing faculty, such as grants, partnerships, or self-support.

• Faculty and staff hiring practices will be included in ongoing institutional assessment processes.

WE WILL MEASURE OUR SUCCESS:

• Increased numbers and total funding of external grants and contracts awarded to academic units, faculty, staff and administration.

• By 2010 the ethnic diversity of faculty and staff will closely approximate the ethnic diversity of the student body.

• Timely completion of hiring process for faculty, administration and staff will improve year over year.

4. Evaluate administrative structures for effectiveness and alignment with mission and vision

STRATEGIES IN SUPPORT OF THIS GOAL:

• Benchmark administrative overhead and staffing in comparison with peer institutions every three years, reported to the President’s Cabinet.

• Examine all university units on a five-year cycle to identify alignment with university mission and goals, reported to the President’s Cabinet.

• Study the current structure of student services and advising and explore ways to integrate with the needs of all constituencies.

• Communicate results of all administrative analyses and Cabinet decisions to all campus constituencies.

WE WILL MEASURE OUR SUCCESS:

• Benchmarking and analyses are institutionalized into administrative operations.
5. Create and maintain supportive environments for learning, living and working

STRATEGIES IN SUPPORT OF THIS GOAL:

• Use existing physical capacity efficiently. Enrollment growth projections can be managed on the Cheney campus through more efficient space planning through 2010. This may require centralizing classroom scheduling, perhaps through the Registrar’s office.

• Develop a Spokane strategy for EWU’s Spokane presence.

• Communicate the activities of the University Facilities Planning Committee.

WE WILL MEASURE OUR SUCCESS:

• Centralized classroom assignment is implemented.

• A comprehensive Spokane strategy supports Eastern’s academic and enrollment goals.

• Classrooms are modular in design to accommodate different modes of instruction and learning.

6. Integrate technology for learning, teaching and working

STRATEGIES IN SUPPORT OF THIS GOAL:

• Include small to medium classrooms that form the bulk of the learning environment in Eastern’s technology planning.

• Continue to support faculty and staff computer and software upgrades.

• Continue to expand use of VPnet through additional faculty training and support.

• Explore alternative teaching-with-technology models such as R2R to enhance learning and save resources.

• Explore grants and leasing opportunities in support of a campus-wide program to encourage laptop use by all students.

• Increase wireless use on all campuses.

• Utilize technology to maximize communication among all EWU sites and to support student recruitment, retention and graduation efforts.

• Expand technical support services and training for faculty and staff.

WE WILL MEASURE OUR SUCCESS:

• All students have access to computers.

• All faculty have access to the technology they need and classrooms that support it.

• Small and medium-sized classrooms have improved technology.

• Increasing numbers of courses that are technology assisted are offered year-over-year.

• Large-enrollment class use of technology increases each year.
**Accountability Team**

Patricia Chantrill, president, Faculty Organization  
Brian Levin-Stankevich, provost and vice president of Academic Affairs  
William Ponder, vice president of Student Affairs  
Mary Voves, vice president of Business and Finance

**Eastern Washington University Deans**

Val Appleton, College of Education and Human Development  
Philip Castille, College of Arts and Letters  
David Cornelius, College of Social and Behavioral Sciences  
Michael Frumkin, School of Social Work and Human Services  
Patricia Kelley, Information Resources  
Dee Martin, College of Business and Public Administration  
Raymond Soltero, College of Science, Mathematics and Technology

**Strategic Planning Work Groups**

1 ~ Resource and Enrollment Growth

- **Flash Gibson**, co-chair – Biology Department chair  
- **Rick Romero**, co-chair – associate vice president, Business Services  
- **Gerilynn Hausback**, interim associate vice president, Advancement  
- **Sara Sexton Johnson**, program director, Professional Development  
- **Dan Pugh**, dean of students  
- **Wendy Repovich**, associate professor, Physical Education, Health & Recreation

2 ~ Retention Until Graduation

- **Lynn Briggs**, co-chair – associate dean, College of Arts & Letters  
- **Michelle Whittingham**, co-chair – associate vice president, Enrollment Management  
- **Steve Bertram**, associate director, Residential Life  
- **Angela Brown**, director, Alumni Relations  
- **Marti Brzoska**, director, Academic Advising  
- **Byron Russell**, Physical Therapy Department chair  
- **Rebecca Stolberg**, Dental Hygiene Department chair

3 ~ Program Profile

- **Larry Briggs**, co-chair – associate dean, Graduate Studies  
- **Betsey Clewett**, co-chair – Education Department chair  
- **Mark Baldwin**, assistant dean for Undergraduate Studies  
- **Tony Flinn**, associate professor, English  
- **Fred Hurand**, Urban & Regional Planning Department chair  
- **Linda Kieffer**, associate professor, Computer Science  
- **Dick Winchell**, professor, Urban & Regional Planning  
- **Greg Wintz**, Occupational Therapy Department chair  

4 ~ Financial Resources for Sustainability and Flexibility

- **Barbara Alvin**, co-chair – professor, Mathematics  
- **Tesha Kropidilowski**, co-chair – director, Budget & Planning  
- **Ruth Galm**, administrative director, Academic Grants and Contracts  
- **Doug Orr**, professor, Economics  
- **Rick Phillips**, associate professor, Education  
- **Annette Skaeer**, executive associate, Academic Resources and Planning

5 ~ Physical Capacity and Technology

- **Prakash Bhuta**, co-chair – professor, Biology  
- **Ron Dalla**, co-chair – dean of Graduate and Undergraduate Studies  
- **Michael Conlin**, associate professor, History  
- **Shawn King**, associate vice president, Facilities  
- **Linda Matthias**, director, Enterprise Systems  
- **Lisa Poplawski**, assistant director, Internal Relations  
- **Jennifer Stucker**, professor, Social Work

6 ~ Developing Human Capacity

- **Earl Gibbons**, co-chair – executive director, Educational Outreach  
- **Sally Winkle**, co-chair – professor, Women’s Programs  
- **Harvey Alvy**, associate professor, Education  
- **David Bunting**, professor, Economics  
- **Laurie Connelly**, associate to the president  
- **Neville Hosking**, vice provost, Academic Resources, Administration and Planning  
- **Bob Schwartz**, Management Department chair

**Strategic Planning Advisory Council**

- **Sue Anderson**, librarian, EWU Libraries  
- **Scott Barnes**, director, Intercollegiate Athletics  
- **Helen Bergland**, Teaching & Learning Center  
- **Curtis Black**, program coordinator, Admissions  
- **Mindy Breen**, assistant professor, Engineering & Design  
- **Matt Chase**, assistant professor, Physical Education, Health and Recreation  
- **Sandra Christensen**, professor, Management  
- **Christine Clark**, lecturer, Social Work  
- **Michael Conlin**, assistant professor, History  
- **Joey Cwik**, student  
- **Rick Davidson**, academic advisor, Advising  
- **Bruce DeFrates**, director, Financial Aid and Scholarships  
- **Nancy Nelson Fletcher**, director, African American Education Program  
- **Mark Fretts**, student  
- **William Goetter**, community member  
- **Jeff Gombosky**, director, Governmental Relations  
- **Jody Graves**, assistant professor, Music  
- **Brian Grinder**, chair, Management  
- **Andrew Guy**, student
Complete information about Eastern Washington University strategic planning, including full Work Group reports, is available at www.ewu.edu/strategicplanning