

BOARD OF TRUSTEES  
WESTERN WASHINGTON UNIVERSITY

A MEETING OF THE BOARD OF TRUSTEES OF WESTERN WASHINGTON UNIVERSITY WILL CONVENE AT 1:30 P.M. THURSDAY, FEBRUARY 6, 1992, IN OLD MAIN ROOM 340 FOR COMMITTEE MEETINGS. THE MEETING WILL THEN RECESS UNTIL FRIDAY, FEBRUARY 7, AT 8:30 A.M. IN OLD MAIN ROOM 340.

AGENDA FOR THURSDAY, FEBRUARY 6, 1992

1:30 p.m.

BOARD COMMITTEE MEETINGS

- a) Committee on Finance and Facilities - OM 340  
Chalker, Taylor, Waldo
  - Status Report - Campus Master Plan
  - Business Affairs Strategic Action Plan
  - Report on Personnel Management Plan
  - Seismic Resistance Survey Overview
  - Status Report, Housing & Dining Projects
  - Maintenance of Housing Facilities
  - Review of Asbestos Contract
  
- b) Committee on Academic and Student Affairs --  
OM 355 - Becker, Cole, Gilbert
  - Final Draft of University Strategic Guidelines
  - Staffing reports
  - Academic Reorganizations
  - Student Affairs Strategic Action Plan

5:00 p.m.

Recess until Friday, February 7, at 8:30 a.m.

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AGENDA FOR FRIDAY, FEBRUARY 7, 1992  
8:30 a.m. OLD MAIN 340

RECONVENE

1. CONSENT ITEMS (recommended action)

- a) Approval of the minutes of the December 5,6, 1991 regular meeting of the board.
- b) Awarding of Winter Quarter Degrees
- c) Approval of Seismic Resistance Survey Consultant Contract
- d) Approval of Buchanan Towers Asbestos Consultant Contract

2. REMARKS FROM THE PRESIDENT

3. ACADEMIC AFFAIRS

- a) Report from the Academic and Student Affairs Committee
- b) Faculty Staffing Update
- c) Internal Consultation Process

4. BUSINESS AND FINANCIAL AFFAIRS

- a) Report from Finance and Facilities Committee
- b) Western Washington University Financial Report

5. STUDENT AFFAIRS

- a) Report on Alcohol/Substance Abuse Policy
- b) Diversity Fund Update
- c) Report on Campus Crime Statistics
- d) Consultative Process with Students

6. EXTERNAL AFFAIRS

- a) Update on External Affairs
- b) Report on Legislative Session

7. ASSOCIATED STUDENTS

-Students in Governance Assessment (will be sent under separate cover on February 3)

8. FACULTY SENATE

9. BOARD OF TRUSTEES

-Acceptance of Revised University Strategic Action Guidelines (recommended action)

10. EXECUTIVE SESSION

MINUTES  
BOARD OF TRUSTEES  
WESTERN WASHINGTON UNIVERSITY  
FEBRUARY 6, 7, 1992

FEBRUARY 6, 1992

CALL TO ORDER

The meeting of the Board of Trustees of Western Washington University was called to order at 1:40 p.m. by Warren Gilbert, Jr., Secretary of the Board.

ATTENDANCE

Trustees

Charlotte Chalker  
Martha Choe, Chair  
Warren J. Gilbert, Secretary  
Larry Taylor  
James C. Waldo

Western Washington University

Mark Aaserud, President of the Associated Students  
Wendy Bohlke, Assistant Attorney General  
Roland De Lorme, Provost/Vice President for Academic Affairs  
Albert Froderberg, Vice President for External Affairs  
Penny Glover, Administrative Assistant/Board Secretary  
John Mason, President of the Faculty Senate  
Kenneth P. Mortimer, President  
George Pierce, Vice President for Business/Financial Affairs  
Sandra Taylor, Vice President for Student Affairs

The Board viewed a videotape provided by the Public Information Office on several recent television segments featuring Western Washington University:

-KIRO-TV (Seattle) Inside Line newsmagazine feature on the Viking vehicles, focusing on Viking XX solar car and Viking 21 solar/compressed natural gas car. The story aired November 1.

-KVOS-TV news segment on Campus Compact that aired November 14, 1991.

-KVOS-TV news segment on an HBO movie crew visit to campus to shoot scenes for the TV movie "Ishi" starring Graham Green. The movie will air in March. This news segment featured actor Jon Voight teaching a theatre class and it aired November 14.

President Mortimer introduced Mr. Doug Gill, Acting Director of Public Safety. Mr. Gill assumed his duties at Western on January 14 and will serve in the position for about one year, until such time as a permanent director is selected. He graduated from the FBI National Academy in 1980, he attended Western Washington University and holds an associate's degree in law enforcement from Whatcom Community College. Mr. Gill's long association with the Whatcom County Sheriff's Office and his experience as undersheriff will bring many skills and talents to Western.

Status Report on Campus Master Plan

Vice President Pierce said that since the Board reviewed the three schematic concepts of the campus last December, the Campus Master Planning staff has been presenting the three concepts to Western's neighbors and campus community in a series of public presentations. These presentations were held in an informal manner with discussion and comments encouraged. Over 200 people attended the four presentations. A display was set up at Wilson Library showing and explaining the concepts. Staff has recorded the comments voiced during the presentations and has received numerous

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written comments from both campus community and neighbors. The concepts have also been presented to city and county governmental agencies.

One single conceptual plan will be developed over the next several months and a preliminary Master Plan will be brought together for Board review.

#### RECESS

At 2:35 p.m. the Board recessed into committee meetings. Following committee meetings the Board recessed until Friday, February 7, at 8:30 a.m.

FRIDAY, FEBRUARY 7, 1992

#### RECONVENE/ROLL CALL

Chair Choe called the meeting to order at 8:30 a.m. in Old Main room 340.

#### Board of Trustees

Charlotte Chalker  
Martha Choe, Chair  
Warren J. Gilbert, Secretary  
Larry Taylor  
James Waldo

#### 1. CONSENT ITEMS

MOTION 2-1-92 Larry Taylor moved, seconded by James Waldo, that the Board of Trustees of Western Washington University approve the following consent items:

-Approve the minutes of the December 5, 6, 1991 regular Board meeting.

-Upon recommendation of the faculty and subject to the completion of any unmet requirements, approve awarding winter quarter undergraduate and graduate degrees to the candidates listed in the files of the Registrar and Graduate Dean.

-Award a consultant contract to TRA of Seattle, WA, for a fee of \$154,500 to provide a campus-wide seismic resistance survey.

-Award a consultant contract to The Abatement Group, Inc. from Ellensburg, WA, for a fee of \$66,275.00, to provide asbestos abatement design services for the Buchanan Towers Storage Area. Award is subject to confirmation by the administration that the project is necessary given the present position by the state on the need for asbestos abatement.

The motion passed unanimously.

#### 2. REMARKS FROM THE PRESIDENT

##### State Budget Situation

President Mortimer reviewed a handout which detailed how Western responded to the Office of Financial Management's (OFM) request to reduce its biennial budget by 2.5%. As a matter of contingency planning, he has cut slightly more than the 2.5% required. In response to the recommendations given by the University Planning Council (UPC), the divisions of Student Affairs, Business Affairs, and External Affairs took proportionately greater cuts than did Academic Affairs.

Automating and protecting the library emerged as a fundamental priority for the university. As a result, the acquisition budget for the library was increased and the Provost has set aside funding to begin the automation process during this biennium.

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The reduction of budgets is always a difficult process to manage, particularly the impact on people. Although we are hopeful that this will be the only reduction during the 1991-93 biennium, the revenue forecast and legislative action will determine the final outcome. The President will continue to consult with the Vice Presidents, Deans and those in the governance system as information is received from Olympia.

### Minority Scholarships

President Mortimer noted that in response to the United States Department of Education's ambivalence on minority scholarships, the University has adopted a "wait and see" policy. The Department of Education is re-evaluating its earlier statement against minority scholarships and have asked for feedback from colleges and universities. Western will continue to offer minority scholarships until such time as they are declared illegal in the courts.

Ms. Choe commented that the Board supports the University's position on this matter.

## 3. ACADEMIC AFFAIRS

### a) Report from the Academic and Student Affairs Committee

#### Student Affairs Strategic Action Plan

Dr. Saunie Taylor and the nine directors in the Student Affairs area have determined the three basic principles that define the quality of the student experience to be:

- meeting basic needs;
- fostering a learning community; and
- providing educational opportunities outside the classroom.

Basic priorities have been determined for each principle. The Student Affairs staff are currently formulating action steps to be taken for the next three years.

#### Academic Reorganization

Based on studies and reports from both outside consultants and campus committees, and in consultation with the University Planning Council, the Provost has determined that the Visual Communication program, currently located in the Department of Technology, should be transferred to the Department of Art. The relocation will enhance the program and its ability to use resources, and reduce duplication of services on campus. Further study of reallocation of resources is necessary before the final decision is made.

The appropriate location for The Department of Technology has also been under review. Technology was temporarily separated from the College of Arts and Sciences by President Ross. Responsibilities were divided between the Dean of the College of Arts and Sciences (tenure and promotion matters) - and the Provost (budgetary matters). Options that were considered included changing the Department's reportage to Huxley College or the College of Business and Economics. The Provost is recommending that reportage be to the College of Arts and Sciences.

Provost De Lorme briefly discussed the Department of Geography and Regional Planning. The future of this department has been studied and may be a future agenda item for the Board of Trustees.

### b) Faculty Staffing Update

Dr. De Lorme reported that there has been an increase in the percentage of minorities hired over the past few years. In 1989-90 9.5% of the new tenure track faculty members hired were minorities. In 1990-91, 21.9% of new hires were minorities.

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Western will continue to work on diversity issues with the off-campus community, focusing on more sophisticated recruiting efforts.

c) Internal Consultation Process

Dr. De Lorme reported that as internal topics are discussed as part of the consultative process with different administrative groups and committees it is obvious that the University has, over the years, taken for granted a rather unique system of consultation that goes on in the governance system of the University. It is a system that requires a great deal of care to operate effectively. Communication with members of the governance system has been improving over the past few years and better decisions are being made because of this consultative process.

4. BUSINESS AND FINANCIAL AFFAIRS

a) Report from the Finance and Facilities Committee

Charlotte Chalker, Chair of the Finance and Facilities Committee, briefed the Board on the subjects that were discussed at the committee meeting held on Thursday.

Business and Financial Affairs Strategic Action Plan

The Division of Business and Financial Affairs has developed a Strategic Action Plan to guide the direction of the Division. They have set three priorities as follows: 1) Centralized Control - Decentralized Functionality; 2) Campus Aesthetics/Physical Image; and 3) University Safety. A copy of that report is available in the Office of the Vice President for Business and Financial Affairs.

Personnel Management Plan

A Personnel Management Plan is being developed at the request of the administration including provisions for an equitable and fair method of compensation for administrative exempt employees.

The Personnel Management Plan Committee is composed of five members and the Director of Human Resources. The committee is looking at compensation factors which affect the establishment of salaries. Included in that analysis are point factor evaluations, salary grades and step promotions, merit increases, cost of living increases, market adjustments, advanced academic or professional preparation, equity issues that may arise, and promotions.

The committee will recommend a complete plan for review and adoption by the Administrators' Association, the President, and, ultimately, the Board of Trustees.

Seismic Resistance Survey Overview

In Fall Quarter 1989, the University administration formed an Earthquake Preparedness Committee to review general earthquake preparedness guidelines, review and update University emergency plans and procedures as they relate to earthquakes, and propose studies of campus facilities and grounds to determine possible impacts, should an earthquake occur. It has been determined that the University has substantial geo-technical information about the campus and existing facilities; the buildings met code requirements for the times in which they were built; but the University has relatively little information about seismic resistance of the buildings. Therefore it is proposed that the university hire a consultant to provide a campus-wide seismic resistance survey. (This reflects the action taken under #1, consent items.)

Status Report of the Housing and Dining Projects

a) Edens Hall South

Dr. Pierce reported that the Edens Hall South project is currently in the consultant selection phase. The consultant selection committee reviewed qualifications from sixteen consultant teams, and has narrowed that down to six teams. The total budget remains unchanged at \$8,828,000.

b) 100 Bed Residence Halls: Fall 1994 and 1995

This project is on schedule. Geological surveys have been completed on both the Ridgeway and Hidden Valley sites.

The option of continuing both 100 bed facilities into one design project is being considered. One architect would be hired to design the residence hall scheduled for completion the Fall of 1994 as well as the facility scheduled for Fall of 1995 completion. This option could lower costs and give better continuity of the projects.

WWU Financial Report

Dr. Pierce reported that the State Auditor has completed the audit of the University as it relates to the Comprehensive Annual Financial Statements of the state of Washington, and will be including these amounts in the state's report for the year ending June 30, 1991. The Auditor has also just completed a separate audit of the University's financial statements. The findings of that audit will be shared with the Board at a later date.

5. STUDENT AFFAIRS

a) Report on Alcohol/Substance Abuse Policy

Vice President Taylor reported that Western's policy concerning alcohol and other drugs is distributed to all students by way of WWU General Catalog 1991-93, Viking Tips - 1991-92, and Timetable for Classes 1991-92.

The policy is also available to all students, staff and faculty in the pamphlet entitled Taking Care of Your Health and Safety: A student guide to campus safety and substance awareness 1991. This pamphlet gives a condensed review of the essential points of the policy statement, a notice of actions on policy violations and a brief summation of possible responses, a list of campus resources and a chart of Health Risks of Commonly Abused Substances.

The Substance Abuse Prevention Advisory Subcommittee of the University Services Council has been active for two years and meets to review the efforts to educate the university community regarding alcohol/substance abuse prevention.

The campus-wide policy governing alcohol and substance use has been widely circulated and discussed. The Substance Abuse Prevention Center has launched a comprehensive educational program. These efforts are coordinated with Residence Life to promote prevention of alcohol and substance abuse.

b) Diversity Fund Update

The Diversity Fund has been in existence for the past three and a half years. Initiated in the Fall Quarter of 1988, the fund has sponsored and co-sponsored a wide array of events, academic forums and programs that have enhanced and expanded awareness of multicultural and international issues and concerns. Since its inception the fund has awarded a total of \$135,778 to various campus groups, organizations and departments in their efforts to promote diversity on the Western campus.

c) Report on Campus Crime Statistics

Vice President Taylor discussed the campus crime statistics. By nature of the campus environment, Western does not have the level of "serious" crimes that the City of Bellingham experiences. We do not have the industrial or commercial activity, nor the domestic situations that lead to serious crimes against persons or property. The University is required to document and publish statistics in compliance with existing state laws. Next year a new federal requirement will require another statistical report, the Uniform Crime Report.

The pro-active policing, the deterrent value of a visible patrol, and the continuing interaction and cooperation between the University Police and Student Affairs Division work to maintain a comparatively safe environment for our campus community.

d) Consultative Process with Students

Vice President Taylor briefed the Board of Trustees concerning the consultative process with students through various student councils. The primary consultative process used by the Vice President for Student Affairs to get input, counsel and advice to and from students is through the University Services Council, and its relationship with the Associated Student Board.

The University Services Council reviews all reports from subcommittees and recommends action to the Associated Students. The Associated Students then communicate their approval or disapproval to the Council.

One internal consultative process that is currently being examined is how Housing and Dining Committee interacts with the Interhall Council and with the Associated Students Board.

6. EXTERNAL AFFAIRS

a) Update on External Affairs

Dr. Froderberg reported that the Alumni Staff is comfortably settled in the new Alumni House and enjoying their new space.

The Western Foundation is currently involved in their annual fund program. That fund drive is spread out over a longer period of time so comparison to last year is difficult. The average gift size in that campaign has increased.

Total donations are close to being where they were last year at this time: \$1,380,000, compared to \$1,470,000 last year. It appears that The Western Foundation now has a program that will yield about 2 million dollars per year, and it hopes to see an increase as the Foundation is able to reach more and more people who are interested in bequests and life income gifts to benefit the University.

b) Report on Legislative Session

Dr. Froderberg briefly reported on activities of the 1992 legislative session.

7. ASSOCIATED STUDENTS

Report on Students in Governance Assessment

Mr. Mark Aaserud, President of the Associated Student Board, discussed a draft document that attempts to assess the role of students in the governance structure of the University. The report indicates that University governance is more than a means of gathering input, providing advice, and making decisions. It is also an educational partnership with students, faculty and staff.



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8. FACULTY SENATE

Dr. John Mason briefed the Board on issues pertaining to the Faculty Senate's participation in a number of activities including legislative issues; the campus master plan; a policy statement on pregnancy and family leave; a policy on closure and merger of departments; a new committee on the faculty role in assessment. Dr. Mason also spoke of two new ad hoc committees; the ad hoc committee on tolerance which has been gathering data to reflect the climate on tolerance on campus; and the ad hoc committee on the evaluation of faculty which will soon present its report to the Senate.

Dr. Mason reported that the Senate Executive Committee and the Provost have begun a series of meetings to derive a proposed calendar that sets priorities for specific actions in the University Strategic Action Guidelines.

9. BOARD OF TRUSTEESPresident Mortimer elected to AAC Board

James Waldo announced that President Mortimer was recently elected to the Association of American Colleges Board of Directors. President Mortimer was one of five new members elected at the association's annual meeting in January in Washington, D.C. The association was founded in 1915 and works with campuses and organizations to strengthen and promote quality undergraduate liberal education. Its membership includes more than 700 public and private colleges and universities in the United States.

Revisions to the University Strategic Action Guidelines

MOTION 2-2-92 James Waldo moved, seconded by Larry Taylor, that the Board of Trustees of Western Washington University accept the revisions to the University Strategic Action Guidelines previously adopted by the Board on December 6, 1991, as Resolution No. 91-09. The revised University Strategic Action Guidelines are attached hereto as Attachment A.

The motion passed unanimously.

EXECUTIVE SESSION

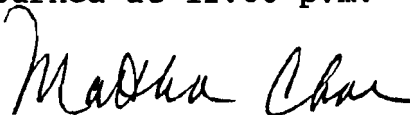
At 11:25 a.m. Chair Choe announced that the Board would go into executive session for approximately 30 minutes to discuss real estate and personnel matters.

RECONVENE

The board reconvened at 11:59 a.m. and took no action.


ADJOURNMENT

The meeting was adjourned at 12:00 p.m.



Martha Choe, Chair

ATTEST:



Warren J. Gilbert, Jr.  
Secretary

Approved by Board of Trustees  
December 6, 1991  
*Revised February 7, 1992*

OUTLINE  
STRATEGIC ACTION GUIDELINES  
WESTERN WASHINGTON UNIVERSITY  
January, 1992

- I. Institutional Context
- II. Assumptions
- III. Goals
- IV. Strategic Principles and Action Strategies

\* Revisions appear [in brackets] throughout the Outline.

**PROPOSED STRATEGIC ACTION GUIDELINES**

**I. INSTITUTIONAL CONTEXT**

Western Washington University was chartered in 1893 and began operation as a state-funded, two-year teacher training institution in 1899. [At first,] its growth and development pattern closely resembled that of other state normal schools. [Then], in 1922, the institution's Board of Trustees invited the eighteen-year President of Western State Normal School, Kalamazoo, Michigan, Dr. Dwight B. Waldo, to serve as interim president while leading a full-scale review of the school's prospects and direction. Upon Dr. Waldo's departure the following year, Charles H. Fisher was selected to initiate a new phase of campus and curricular development. Before the end of the 1920's, the institution's faculty had initiated the development of a curriculum that drew national attention.[It] rested upon an emphasis that would remain constant in Western's academic programs and planning. Although committed exclusively for many years to the preparation of teachers, Western adopted a curriculum that required a liberal arts core as well as pedagogical courses and practice teaching. That liberal arts core remains, having survived several adaptations of general education and the gradual extension of the institution's mission to that of a regional, comprehensive university.

Today's Western Washington University [confronts the 90's with enthusiasm and confidence. It] has earned a strong national reputation. [HECB-directed program reviews, accreditation studies,] public surveys and published guides to higher education identify it as among the best public regional universities in the West. Although ninety-three percent of the University's students are listed as in-state residents and eighty-three percent come from the western side of the state, Western's faculty, staff, and administrators participate in national forums in their areas of expertise, and the University competes effectively for faculty and staff in the national and international market place. It is distinguished academically by the high quality of its students and faculty, and has distinctive, sometimes unique programs of study. The core programs, the majority of which are located in the College of

Arts and Sciences, remain strong. Teacher education continues as an important University program. The College of Business and Economics and the College of Fine and Performing Arts possess accredited programs of high quality, and Fairhaven and Huxley Colleges have earned national reputations for their distinctive programs of study.

The University derives special advantages from its location and immediate physical environment. University students, faculty, staff, and administrators enjoy the living conditions of a mid-sized city while having easy access to the large metropolitan centers of Vancouver, B.C., and Seattle. The campus itself, sharing Sehome Hill with an arboretum, is both naturally beautiful and a part of the educational experience; here, architectural excellence in a variety of styles is joined by outdoor art that has received national attention. The beauty of the campus is all the more significant because of the ongoing residential character of Western, where 3600 students live on campus and a similar number reside within one mile of the campus.

Tomorrow's Western Washington University undoubtedly will continue to emphasize the central importance of the liberal arts and, at the same time, will retain a commitment to provide professional, applied, and technical programs of high quality. Whatever the external conditions affecting Western's role and mission may be in succeeding years, the principal question is how to continue to provide the type and level of learning experience for which this University is known.

This document sets forth strategies for responding to that question. It rests upon a strategic planning phase that began over two years ago with a the President's appointment of a University Strategic Planning Committee, that included faculty, staff, administrators, and students, and was chaired by the Provost. Appointment followed consultation with the Faculty Senate Executive Council, the Associated Students, the Administrative Council, the Staff Employees' Council, and the Deans, and after a general invitation for nominations, published in FAST. The Strategic Planning Committee identified seven major areas to be embraced by planning efforts: the educational experience; the student experience; cultural and ethnic pluralism; the community; governance; environmental health, safety, and security; and information and communication services. Subcommittees were appointed to examine and report on each of these broad areas. In all, 114 members of the campus community participated actively as members of the Strategic Planning Committee and its subcommittees.

The planning process ended with submission of a final report to the President in April, 1991, after 131 public meetings of the Strategic Planning Committee and its subcommittees. (Preliminary draft summaries of the Committee and subcommittees' reports were published in FAST, with public comment requested, and, in addition, the Subcommittee on the Western Educational Experience published a draft summary in the *WESTERN FRONT* and met

with the Academic Coordinating Commission to discuss pending curricular recommendations.) Early in the process, the President, Provost, and Executive Council of the Faculty Senate had agreed that all recommendations relating to academic and faculty matters would be subject to review and action by the Senate governance structure; the Senate Executive Council worked through the summer months to identify such recommendations, which then were referred to appropriate committees. Subsequently, the Academic Coordinating Commission has begun acting upon the recommendations of the Western Educational Experience Subcommittee. It has appointed an ad hoc Committee on the Liberal Arts to consider the overall structure of liberal arts requirements in the light of the Subcommittee's proposed four-year emphasis on liberal arts, and has agreed to co-sponsor, with the Provost and the Associated Students, a Forum on Regenerating the Liberal Arts.

To complete the process, a distillation of planning recommendations was drafted and published in *FAST*. The Provost requested comment from the Vice Presidents, the Deans, faculty, both individually and through academic units, the Associated Students, the Faculty Senate, the Staff Employees Council, and the Administrators' Association. An open University forum was conducted by the Provost on November 13, 1991, with comments recorded, and the Faculty Senate, after consultation with the University Planning Council, forwarded comments and suggestions to the Provost. The present document has profited from the many constructive suggestions.

[Of course, the effective application of strategic action guidelines will require development of a university financial plan embracing both short and long term objectives, and all parts of the university community must pay close attention to the fostering of an ongoing planning process that ensures informed, consistent decisions. The Physical Master Plan presently under development should and will reflect the University's strategic objectives in setting forth priorities in building and environmental projects.]

## II. ASSUMPTIONS

1. The University community is, by definition, a community engaged in the active pursuit of truth—a pursuit that includes teaching, curriculum development, scholarly and creative endeavor, and service to the University and community. The University exists to promote learning and scholarship of the highest possible quality, and all parts of the institution are justified by the extent to which they support that mission.
2. The common core of Western's educational experience is the liberal arts and sciences. At the same time, the University values its historical role in preparing future teachers, in preserving unique curricular emphases, and in providing professional and applied programs built upon institutional strengths that are responsive to national, state and regional needs.
3. The University seeks to provide the best undergraduate education in the state. To help ensure excellence, the University commits itself to the recruitment and retention of the highest quality faculty and staff.
4. Western believes that the quality of the student experience is a key ingredient in University success. This view of education mandates incorporating all aspects of the student experience into a comprehensive program of learning and development. The entire University community—students, faculty, administrators, staff, alumni, retired University employees, and friends of the institution—can contribute to the quality of the student experience. An aesthetically beautiful campus, wherein human health and safety are protected, contributes significantly to the learning environment as well. Ongoing assessment of the student experience must be undertaken to assist in student success.
5. Most of the University's on campus students will continue to be of traditional age and come primarily from western Washington. For them, as for the increasing number of entering students with non-traditional backgrounds, the University's comprehensive educational program, distinctive locale and opportunity for a residential experience will remain strong attractions.
6. Forces of external change over the next ten years will require Western to respond to an unprecedented array of challenges. Among them are the following:

- increased pressure to expand access for students, both in on-campus and off-campus programs, with enrollment projected to reach 10,050 fulltime equivalent students by the year 2000;
- a large number of faculty and staff retirements;
  - increased competition for admission to Western;
- increased student financial need;
- increased governmental regulation;
- rising levels of specialization and technological sophistication;
- increased diversity among all University constituencies; and
- possible declines in the "real" level of state support, and the consequent need to seek private support monies for University initiatives.

[7. The operations of the University will reflect institutional integrity and engender a sense of public respect and confidence. Resources will be allocated or reallocated so as to pursue strategic priorities.]

## III. GOALS

1. Quality: The University's principal goal is to maintain its primacy in providing a public undergraduate education of excellence by making ongoing improvements in the quality of each of its educational programs and services. [Western is, and seeks to remain, a regional university with national significance—an institution that is looked to for leadership on the educational aspects of its activities, and to which others turn for advice and counsel as to the quality of an undergraduate education.]

The key factors in creating and maintaining a learning environment committed to the pursuit of quality education are:

- a faculty and staff of the highest possible quality;
- well-prepared and highly motivated students;
- high quality support facilities, including well-equipped classrooms and laboratories, library resources, academic computing, and other learning resources;
- a clear and coherent view of what the University can and should be that informs resource allocation decisions;
- a University governance structure that encourages the participation of all of the University community;
- a campus atmosphere that reflects a sense of community and civility in its human relations;
- a commitment to institutional integrity.

The University will emphasize policies and programs that enhance the recruitment, retention, and development of promising students, faculty, and staff. It will demonstrate its commitment to excellence in instruction, complemented by scholarly and creative endeavor.

In all of its programs, Western will proceed on the basis of a clear sense of its priorities. [These program priorities may be reflected in decisions made by administration and faculties in the separate colleges and eventually endorsed by the Provost. Other academic priorities may be university-wide in nature and be adopted after consultation with university-wide bodies, such as the University Planning Council and the Academic Coordination Commission.] Facilities and resources will be distributed [consistent with] the University's academic priorities.

In pursuit of coherence, the University will strengthen its commitment to a liberal education that includes at least these dimensions: analysis and communication, creative and aesthetic expressions, knowledge of civilization and of cultural pluralism, scientific and mathematical understanding, and a sense of perspective on the nature and processes of human development.

The University's policies and practices, developed through processes that seek to involve all elements of the campus community, will have as their aim the creation and sustenance of a campus atmosphere that is conducive to the furtherance of academic rigor, the spirit

of free and open inquiry so necessary to an intellectual community, and human relations built upon mutual trust and respect.

In all of its programs, policies, and endeavors, the University will demonstrate a commitment to institutional integrity. This commitment will guide the University in all of its roles -- as an institution of learning, an employer, a public agency, a campus community, an element of the broader community and environment, and in the wise utilization of all resources.

2. **Diversity:** Reflecting national and global realities, Western will become more diverse in its populations of students, faculty and staff and in the educational experiences it provides. [This goal recognizes the changing composition of society as a whole and its impact on the world for which students are educated. Western's learning environment is enriched by including people from diverse backgrounds and by reducing barriers to their success on campus and in later life. The realities of this world require the definition of an educated person as including the need to examine attitudes about race, ethnicity, gender, and special abilities in America.]

The University defines diversity as encompassing a wide variety of characteristics, including but not limited to: age, ethnicity, gender, nationality, religious and ethical beliefs, sexual orientation, socioeconomic background, and the differently abled.

The University will continue to enhance diversity by focusing on: recruitment and retention of diverse faculty, students and staff; the appointment of culturally and ethnically diverse persons to positions of leadership; increased concern about diversity in its academic programming; enhanced awareness of, and sensitivity to, diversity; and examination and revision of its policies and procedures in light of those foci.

3. **Community service:** Western strongly values the rich partnership it enjoys with the community it serves. The University remains committed to preserving and augmenting that relationship by continuing to contribute significant educational, economic, cultural and technological resources to Washington citizens, particularly within its service area.

Recognizing its role as the principal provider of upper division and graduate education in the northwest corner of the state, the University intends to continue to address responsibly and responsively the educational needs of its nearest Washington neighbors through provision of both state-funded and self-sustaining programs. It will seek, also, mutually valuable interinstitutional partnerships with other agencies in the region.

Sensitive to its civic and cultural responsibilities, the University will continue to encourage public service by its faculty, staff and students off-campus and to provide on-campus access for state citizens to its libraries, galleries, lecture and performance halls, athletic arenas, recreational facilities, and expertise.

#### IV. **STRATEGIC PRINCIPLES AND ACTION STRATEGIES**

1. **Continuing improvement in quality will be an imperative for each of the University's ongoing activities. [Programs are expected to achieve quality levels that are consistent with those of a first class university. In professional areas, that usually will mean professional accreditation. In other areas, effective program reviews by peers serve as a significant measure of quality.]**
  - Resources will be administered on the basis of carefully selected academic priorities.
  - Where appropriate, the University will reduce its scope of offerings to improve its depth in areas of distinction.
2. **Continuous Improvement requires constant attention to outcomes. The quality of the degree granted by the University will be high and will be demonstrated by the characteristics, abilities, and skills of its graduates.**
  - Emphasis will be placed throughout the

University on providing communication, critical thinking, and mathematical skills;

- Ongoing efforts will be made to ensure that programs of study are coherent, reflect current methodologies and information, and are intellectually challenging;
  - Where faculty expertise and resources warrant, interdisciplinary courses and programs will be strengthened;
  - Continued assessment of student learning is required to effectively gauge programmatic and student success;
  - The University will emphasize active modes of teaching and learning, with attention paid to information seeking skills;
  - Graduate programs of study will be encouraged, particularly in fields where the University possesses special strengths, in terms of faculty, location, and resources.
3. **The University will improve library holdings and access to library resources.**
  4. **The University will improve the technological infrastructure of the campus, including a library information system, academic computing, media, and other forms of technology.**
  5. **Western recognizes that the truly educated person must have an understanding of, and experience with, diversity. The University's approach to diversity will include people, policies and programs, and will embrace issues related to special talent and ability; race, gender, ethnicity; sexual orientation; International Studies; and Ethnic/Cultural studies.**
  6. **The quality of co-curricular programs, which include those aspects of a student's educational experience that lie outside the traditional classroom, will be ensured by focusing on key elements.**
    - Further enrichment of the first-year experience (freshman and transfer);
    - Greater attention to opportunities for student involvement in learning, and added attention to internship, credit and non-credit experiences in campus activities and employment, practicums, and volunteerism;
    - Improved and extended programs in the residence halls and for students who live near campus;
    - Strengthened counselling and academic advising;
    - Enhancement and maintenance of the physical and artistic beauty of Western's campus.
  7. **The University will adopt enrollment management policies and procedures that reflect its commitment to an appropriate upper/lower division mix, student demand for courses and majors, and academic program goals. Enrollment management will include, at least, the following elements:**
    - Admissions goals and criteria;
    - An enrollment mix that takes cognizance of the state's racial and ethnic composition, balances freshman and transfer students, and includes a student population that is 40 percent lower division, 50 percent upper division, and 10 percent graduate level;
    - Assurance of access to courses, especially gateway courses for academic majors;
    - Appropriate controls on entry to selected programs, departments, and/or colleges;
    - Enrollment targets for graduate programs;
    - Graduation rates that reflect the equitable and efficient use of University resources.
  8. **The university will promote professional development as a key ingredient in recruiting and retaining an active, exciting and vital faculty, staff, and administration.**
    - The centrality of the teaching/learning environment as a key factor in student and faculty success, and the respective roles played by faculty, staff, and administration in sustaining and improving that

environment, will be demonstrated by administrative and funding support;

- In the case of faculty, the reward structure for tenure and promotion and the relative weight given to teaching, research and service, will be clarified;
  - A comprehensive approach to faculty professional development, including teaching enhancement opportunities, professional leaves, research grants, summer teaching grants, and travel monies, will be adopted;
  - A similarly comprehensive approach to the professional development of staff and administrators will be adopted.
9. ***Structural reorganization will be used selectively to achieve improved positioning or to develop greater academic and/or administrative synergy. In each case, faculty and staff morale, university history, national developments in the affected fields, disciplinary affinities, resource utilization, and opportunities for external funding will be considered.***
10. ***Private support from friends and alumni will be increased to provide the University with a margin of excellence beyond that which is possible with state support. Fundraising efforts will reflect academic program priorities.***