

Strategic Plan



EASTERN
WASHINGTON UNIVERSITY

2007-2009 Biennium

June 1, 2006

The Honorable Christine Gregoire
Governor of the State of Washington
Legislative Building
Olympia, WA 98504

Dear Governor Gregoire:

This letter transmits the long term strategic plan for Eastern Washington University required as Part 1 of Eastern's 2007-09 biennial operating budget request. Developed within the guidelines set by the Office of Financial Management, this plan represents Eastern's university-wide efforts to focus on its mission to prepare broadly educated, technologically proficient, and highly productive citizens.

University-wide strategic planning efforts focus Eastern on three major goals:

- Goal I: A rigorous and engaged student learning experience;
- Goal II: An academic community cultures that supports and engages faculty and staff throughout their careers; and
- Goal III: An institution-wide commitment to community engagements that benefit the university, the region and the world.

Each of these goals is supported by strategies for active implementation that allow Eastern to move continually forward as a high quality institution of higher learning.

Eastern remains strategically positioned to provide access to student-centered, high quality educational experiences for the citizens of the state. I look forward to discussing Eastern's strategic plan with you and your staff. Thank you for your support.

Sincerely,

Rodolfo Arévalo, Ph.D.
President

RA:cgg

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EASTERN WASHINGTON UNIVERSITY

Eastern Washington University is a student-centered, regionally based, four-year comprehensive state university offering baccalaureate and graduate degrees as well as an applied doctorate. Our campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in the state. Eastern's commitment is to student opportunity and success and to providing the highest quality academic experience.

MISSION STATEMENT

The mission of Eastern Washington University is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

- an excellent student-centered learning environment;
- professionally accomplished faculty who are strongly committed to student learning;
- high quality, integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the university's students and the region; and
- exceptional student support services, resources, and facilities.

Our Commitment:

The surest way to achieve our mission is through an integrated and interdependent academic experience. Eastern is committed to supporting an academic environment that fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery and learning by faculty, staff, students and the community. It connects the liberal arts to career preparation. It provides diverse perspectives with international connections. And it prepares students to be thoughtful competent citizens able to contribute to the common good.

LISTING OF STATUTORY AUTHORITY REFERENCES:

In 1882, the Benjamin P. Cheney Academy was opened in response to a need in the region for extended educational opportunities and was funded by local contributions and tuition. In 1890, the State of Washington provided for the continued existence of the facility as a normal school for training teachers. Much has changed over the 100 years since the beginning of the school with the exception of a continuing commitment to provide for the changing educational needs of the Inland Northwest.

The current authority statement, which defines Eastern's organization and operational responsibilities, is contained in RCW 28B.35. Eastern Washington University, a regional university, is authorized as part of this statute:

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... to offer undergraduate and graduate education programs through the master's degree, including programs of a practical and applied nature, directed to the educational and professional needs of the residents of the regions they serve; to act as receiving institutions for transferring community college students; and to provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region's community colleges.

In 2001, RCW 28B.35.205 also authorized Eastern to “offer applied, but not research, doctorate level degrees in physical therapy.”

Additionally, RCW 28B.45.050 (as modified by SB2707 in the 2004 Supplemental Session) deals specifically with Spokane area needs by stating:

Washington State University and Eastern Washington University shall collaborate with one another and with local community colleges in providing educational pathways and programs to the citizens of the Spokane area.

The governance of the university is vested in a board of trustees consisting of eight members. Seven citizen members are appointed by the governor, with the consent of the senate, for a term of six years. One student member, also appointed by the governor, serves a one-year term.

The President of the university is chosen by and is directly responsible to the Board of Trustees for the administrative direction and supervision of all operations of the institution.

The following is a partial list of citations that authorize the operations of the university:

RCW 28B.10 Colleges and Universities Generally
RCW 28B.15 Colleges and Universities Fees
RCW 28B.35 Regional Universities
RCW 28B.45 Branch Campuses

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GOALS, OBJECTIVES AND STRATEGIES FOR 2007-09 AND BEYOND

The following goals, objectives and strategies are based on Eastern Washington University's ongoing strategic planning efforts. Begun in 2003, the university has engaged in a series of planning activities, beginning with the development of an academic strategic plan in which we outlined our key goals, an implementation plan which mapped the structural strategies that will support our academic vision, and continuous assessment and evaluation of our progress. These goals are reflective of our institutional heritage, our aspirations for the future and our commitment to serving the needs of our region and state.

Goal 1: A rigorous and engaged student learning experience

Objective 1

Foster more engaged student learning by providing opportunities for student interaction, immersion and integration.

Performance Measures

- Scores of student engagement in curricular and co-curricular venues as measured by CSEQ and NSSE at or above national norms.
- Increased student retention rates by class rankings.

Strategies

- Expand use of classroom technologies that support more active learning, especially in classes of 100 students or more. (Instruction)
- Expand number of living/learning communities in Eastern's Residence Halls. (Instruction)
- Expand advising services by exploring alternative delivery methods such as using graduate assistants in the Writers' Center and peer advising. (Instruction)
- Support more student engagement in research through efforts of Faculty Fellow for Research and Scholarship. (Research)
- Expand financial support for student grants for travel to present their work at conferences. (Research)
- Integrate service learning more broadly into the curriculum. (Instruction)

Objective 2

Integrate general education with career preparation.

Performance Measure

- Campus-wide review and renewal of General Education program complete by 2008.

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Strategies

- Launch a campus-wide renewal of general education, based on a collaboratively developed model of key learning goals. (Instruction).
- Provide support to faculty to support integration of diversity, service learning and student research into new general education curriculum. (Instruction)
- Expand use of e-portfolio technologies to enable students to create ongoing portfolio of learning outcomes. (Instruction)
- Create an “exploratory student program” for students undecided about a major. (Instruction)

Objective 3

Integrate multicultural and international perspectives into the learning experience.

Performance Measures

- Faculty and staff parallel the ethnic and racial diversity of Eastern’s student body.
- Increased number of courses that meet diversity requirements.

Strategies

- Create a permanent Enrollment Management Team to create a comprehensive recruitment plan that is aligned with the needs of the state and the goals of the institution. (Instruction)
- Support a full-time Faculty Fellow for Diversity to assist faculty in integrating diverse perspectives into curriculum and co-curricular activities. (Instruction)
- Continue annual campus-wide theme on critical issues. (Instruction & Public Service)
- Implement recommendations of campus-wide work sessions on diversity, led by President’s Advisory Committee on Diversity. (Instruction)
- Expand recruitment efforts of diverse faculty and staff through partnerships with colleague institutions in the region. (Instruction)
- Develop a campus-wide diversity plan for faculty and staff recruitment, retention and promotion. (Instruction)
- Expand international partnerships with international universities and other organizations to enhance international diversity on campus and to provide international opportunities for faculty, staff and students to study and work abroad. (Instruction & Public Service)

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Objective 4

Respond to need for graduates in “high-demand” fields, as identified by the Higher Education Coordinating Board

Performance Measure

- Increased numbers of bachelor degrees awarded in computer science, technology, engineering and health care.

Strategies

- Support innovative, hands-on learning by building endowment for state-of-the-art equipment at new Computing and Engineering Building. (Instruction)
- Explore opportunities for graduate programs in applied health care similar to successful Ph.D. in Physical Therapy. (Instruction)
- Continue partnerships with statewide community colleges to deliver innovative four-year programs such as Eastern’s electrical engineering program. (Instruction)
- Continue and explore additional opportunities for partnerships with two-year colleges for computer science, technology, engineering and health care programs. (Instruction)
- Expand internship and service learning opportunities for students in high-demand areas of study. (Instruction & Public Service)

Objective 5

Provide an environment supportive of learning and teaching excellence.

Performance Measures

- Increased external grants and contracts.
- Increased availability of technology in the classroom and in administrative services.

Strategies

- Continue full conversion to upgraded administrative systems for student, instructional and administrative functions. (Instruction)
- Develop an online assessment portal for use by faculty and staff. (Instruction)
- Continue to expand and monitor institution-wide assessment practice, linking performance to strategic planning goals. Assessment measures address administrative efficiencies as well as academic progress. (Instruction)
- Continue to align budget with institutional priorities by refining the resource allocation model to reward increased enrollment, prioritize student-focused initiatives, encourage integrated education and support campus participation in a transparent budget process. (Instruction)
- Continue to support integrated learning technology and physical plant enhancements. (Instruction)
- Implement campus-wide wireless capability by 2009. (Instruction)

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- Align library collections with academic goals for a diverse, high-quality learning environment. (Instruction)
- Provide professional teaching support to faculty and graduate assistants in support of integrated learning. (Instruction)
- Increase non-state resources from campus-based businesses and auxiliary services as well as revenue-generating contracts with private industry and business. (Instruction)

Goal II: An academic community culture that supports and engages faculty and staff throughout their careers.

Objective 1

Encourage faculty and staff to be “institutional difference makers.”

Performance Measure

- 90% faculty and staff unit participation in goal setting aligned with institutional strategic plan by 2008.

Strategies

- Continue to refine Faculty Fellows program to align opportunities for faculty leadership with institutional priorities. (Instruction)
- Support faculty involvement in renewal of general education initiative. (Instruction)
- Continue Strategic Planning Grants to faculty, staff and students for initiatives that meet strategic planning priorities. (Instruction)
- Recognize exemplary faculty and staff efforts to contribute to university goals. (Instruction)
- Support Scholars Learning Communities in their efforts to bring faculty and staff together around shared interests and university need. (Instruction)
- Enhance campus-wide communication at all levels to celebrate and inform the university of the efforts of faculty and staff. (Instruction)
- Align Faculty Activity Plans to department, college and institutional strategic plans. (Instruction)
- Expand involvement of Quality Service Initiative across all staff. (Instruction)

Objective 2

Support faculty teaching, research and service activities.

Performance Measures

- Student evaluation scores for faculty equal or exceed national norms.
- Increased numbers and value of external grants and awards.

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Strategies

- Implement nationally normed student evaluation system across academic units. (Instruction)
- Support the work of the Teaching and Learning Center in its leadership role of providing professional development in the field of instructional and assessment practices and the scholarship of teaching. (Instruction)
- Support creative solutions to using faculty time flexibly and creatively through use of classroom technology and learning collaborations. (Instruction)
- Engage the Faculty Fellow for Research and Scholarship in supporting faculty research and scholarship. (Instruction & Research)

Goal III: An institution-wide commitment to community engagement that benefits the university, the region and the world.

Objective 1

Identify and facilitate partnerships with Eastern's communities in the region and the state and communicate EWU's engagement to external audiences.

Performance Measure

- Increased numbers of community-university partnerships.

Strategies

- Support work of university centers actively engaged with the community, including the Institute for Public Policy and Economic Analysis, the Center for Entrepreneurial Activities, and the Northwest and Alaska Tribal Technical Assistance Program, among others. (Instruction and Public Service)
- Implement a public affairs plan to increase the positive presence of Eastern Washington University throughout the state. (Public Service)
- Expand alumni connections and involvement with the academic mission of the university. (Instruction and Public Service)

Objective 2

Integrate community engagement into learning and discovery.

Performance Measure

- Increased numbers of faculty and students participating in undergraduate research, service learning, experiential learning and internship programs.

Strategies

- Create center to support service learning, internship and volunteer opportunities, and applied research that link Eastern's students and faculty to communities throughout the region. (Instruction and Public Service)

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- Integrate community engagement into renewal efforts of General Education Initiative. (Instruction and Public Service)

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PERFORMANCE ASSESSMENT

Eastern has made ongoing assessment a strategic planning priority. Eastern's Assessment, Institution Effectiveness and Accountability Committee has developed an evaluative framework for our strategic goals that includes institutional, student learning and teaching metrics; it is in the process of refinement and rollout across the institution, spearheaded by the Strategic Planning Council. The rollout process requires alignment of unit, college and departmental plans with the institutional priorities by spring 2007.

Eastern also actively engages in several forms of performance review including participation in the annual state-level higher education accountability review coordinated by the HECB, decennial academic program reviews, annual student surveys and cyclic alumni and employer satisfaction surveys. Beginning in 2006 Eastern added the National Survey of Student Engagement to our assessment toolkit to assist in measuring student engagement more closely.

Eastern's performance on the "common measures" (i.e., graduation efficiency index, retention rate, and graduation rate) and on cost reviews and student surveys are consistent with that of our peer institutions and demonstrate that we are making steady progress toward our target goals. A particular focus for the coming biennium is improving Eastern's retention and graduation rates. We have developed a range of strategies, as articulated in our strategic planning documents, as well as commissioned a special action report from a newly formed Enrollment Management Committee. Eastern is also bringing online a new Degree Audit Reporting System that will enhance our student advising and enable students to more effectively manage their time to degree. The President and Cabinet have made retention and graduation institutional action priorities by designating a 2006-07 Strategic Planning Pool of \$270,000 for internal grants to initiatives that support student success.

Additionally, Eastern's stated mission to provide students with a diverse learning experience requires both integration of diversity into curriculum and faculty and staff who mirror the racial and ethnic makeup of our students. While our percentage of students of color has been increasing and is expected to continue to increase, Eastern's faculty and staff ratios have remained static at approximately 10% individuals of color. A campus-wide initiative to identify diversity issues and to develop strategies to address them was launched in 2006 and will continue to provide impetus for change. In 2006 a full-time Faculty Fellow for Diversity was hired to spearhead campus-wide efforts in support of diversity. And the Board of Trustees also continues its Diversity Initiative, begun in 2002, by awarding grants for projects in support of creating a more diverse institution. Priorities of the Diversity Grants for 2006/07 include student recruitment and retention, which also underscore our efforts to improve our graduation rates, as noted above.

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APPRAISAL OF EXTERNAL ENVIRONMENTS

Higher Education Enrollment Trends

In its most recent 2005 FTE enrollment projections for higher-education institutions, OFM predicted increased enrollments moving into the 4-year institutions through 2014, the result of the “baby boom echo.” Over the past seven years, Eastern has indeed seen continued enrollment growth of 30%, affecting both freshman and transfer students.

Looking forward, however, enrollment growth is expected to slow, based in part on a projected decline in Washington high-school graduates by OSPI, from a high of more than 65,000 in 2007/08 to less than 62,000 by 2011/12. Eastern Washington, “the most regional of the regional universities,” is already seeing the first indications of the predicted fading of the echo, with new transfer student enrollment down by 3% and enrollment by students from the eastern Washington region remaining relatively static over the past year. Given these preliminary indicators, Eastern is looking very closely at its enrollment patterns to determine what student demographics present opportunities for growth, including outreach to more diverse student populations, to nontraditional students and to students across the state. It is our determination to continue to seek enrollment growth by providing access, especially to those students who may not traditionally have considered higher education.

Because Eastern primarily serves students from the Eastern side of the state and our students are more affected by shifting economic situations and parental income, the rising costs of energy and tuition rates are also being felt in slowing enrollment numbers. We predict a more rapid leveling of enrollment growth in the coming three to five years among our Eastern Washington students.

Economic Changes

According to OFM’s 2005 long-term forecast of the workforce, labor force growth is expected to slow from a high of 3% in the 1980s to 1.6% from 2005-2010 to less than 1% between 2010 and 2030. Slower population growth will be coupled with increased aging of the workforce. Nevertheless, OFM predicts growth in both the manufacturing and information and professional services sectors, for which advanced degrees will be increasingly important. While these trends indicate continued opportunities for Washington’s students, they also represent sectors in which there is considerable state and global competition. Providing a high-quality education for students from all backgrounds will be increasingly important.

Because 88% of our student body comes from within the state of Washington, 78% from the eastern side of the state, fluctuations in unemployment rates within the state often have a disproportionate impact on east-side students. Currently, 35% of financial need for first-time, full-time freshmen and 40% for all full-time undergraduates at Eastern is met through need-based financial aid. In addition, parental support, employment and/or delay of educational progress will be options for financially struggling students.

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Federal financial aid now accounts for \$57 million of the \$82 million in financial aid awarded annually by Eastern. Continued cuts to student grants and loans, such as those recently proposed by the federal government—a result of resource reallocation toward Homeland Security and other priorities and away from federal financial aid—will further impact students' financial ability to attend Eastern.

Potential Partners

Eastern Washington University enjoys strong collaborative relationships with regional high schools and a growing number of community colleges throughout the state. Eastern places a high priority on partnerships with community colleges to provide both transfer efficiency and baccalaureate completion, providing leadership on a **competency-based transfer** report submitted to the HECB in January, 2006.

The university works together with area urban and rural K-12 school districts toward mutual goals related to college preparation and other educational improvement issues. Through the **Transition Math Project**, Eastern has taken a leadership role with Spokane Falls Community College and Spokane Community College in advancing math competencies statewide and aligning high-school mathematics curricula with college introductory curricula. Eastern is a principle contributor to a Microsoft **Partners in Learning** grant with the Cheney School District, designed to explore use of technology to improve student learning and more fully integrate assessment to increase student learning and enhance curriculum.

Eastern has been an innovator in partnerships with community colleges, currently operating collaborative degree programs with colleges at eight locations across the state, including an on-site presence at **Bellevue Community College**. Eastern currently offers degrees in Applied Technology, Interdisciplinary Studies, Business Administration and Children's Studies. We are actively planning to strengthen and expand these partnerships over the coming three to five years.

In Spokane, Eastern continues a productive partnership with Washington State University at the **Riverpoint Campus**. In addition to providing Eastern programs in Business Administration and Public Administration, Physical and Occupational Therapy and Dental Hygiene, Eastern's Communications Disorders program has a longstanding collaboration with WSU's Speech Pathology program.

Eastern contributes to the Spokane region through our **Institute of Public Policy and Economic Analysis**. The Institute operates as a university-wide collaborative team working with local institutions and constituencies to focus on economic analyses and forecasting on specific policy problems specific to the Inland Northwest. Recent commissioned reports have focused on the economic impact of healthcare in Spokane County, a benchmarking study of university-industry technology transfer, a report on racial and ethnic inequality in the region and a collaborative partnership with civic organizations to develop community indicators.

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Eastern's **Center for Entrepreneurial Activities** works directly with Spokane neighborhoods and business communities to promote economic development. Numerous grants support economic and business outreach among disadvantaged neighborhoods. An annual business plan competition, held in conjunction with Gonzaga and Whitworth universities, supports the innovative efforts of area business students.

Internationally, rates of student exchange have been falling due to international tensions and reductions in student and faculty visas by the U.S. State Department. Eastern's international student population has declined, but we anticipate growth, in part due to participation in the American Association of State Colleges and Universities' **U.S.-Sino 1+2+1 program**, one of only seven institutions nationwide to participate. The program offers a joint Eastern degree to Chinese students at partnering institutions in China. We have nine Chinese partner universities (and growing), who will be sending students to Eastern for study, beginning in 2006-07. Eastern has also developed a fruitful partnership with the U.S. Department of State to provide training to educators from Iraq. That exchange program has been in place since 2005 and is expected to continue and to grow.

Other risks & opportunities

A variety of potential threats in the external environment warrant continued monitoring. Increasing competition with new four-year branch campuses currently coming online, as well as the continued proliferation of "for-profit" and private educational institutions may affect enrollments. Eastern also faces risks of potential state enrollment restrictions and declining levels of state funding. In addition, increasing accountability, regulatory and reporting requirements place a growing demand on existing institutional work capacity.

TRENDS IN STUDENT CHARACTERISTICS

Demographic Changes

Eastern's student body continues to grow in numbers of traditionally aged students, a trend we have seen for the past five years. In 2005 we saw an increase of more than 9% in students ages 15-20, the largest increase since 2000. Today, traditional students, ages 15-24, comprise 61% of our student body. This can be attributed in part to Eastern's strategy to provide a rich residential experience for students; one in five of Eastern's students live on campus, a five-year high. At the same time, Eastern saw a drop of 14% in students aged 30 and older, also a culmination in a five-year trend. Currently the mean student age is 23.5 years, the lowest in five years, but still representative of a student population that includes significant numbers of individuals who come to the university with post high school living experiences.

Mirroring a nation-wide trend, females comprise 57.9% of the student body, a number that has remained fairly constant over the past five years. Almost 87% of Eastern's students are undergraduate, with distribution fairly even across classes: 26.7% freshman, 15.3% sophomore, 20.5% junior and 24.3% senior. The most significant growth over the

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past five years has been in the numbers and percentage of freshmen, from 18.9% in 2000 to its 2005 high.

Ethnic and Racial Diversity

Eastern has also seen a rise in the number of students of color, reflecting the shifting ethnic demographics of Washington's K-12 population. OSPI reports an almost 30% increase in Hispanic K-12 students in the state of Washington between 1999-2003 versus a 5% drop in white students. Eastern's increasingly diverse student body is reflected in our 2005-06 enrollment of 14.9% students of color overall—18.6% of the freshman class. We expect this trend to continue. In addition the population of international students has decreased from 365 in 1997 to 162 in 2005, attributable to increasing regulation at the federal level and the after-effects of 9/11. Eastern's efforts to increase international student enrollment are described earlier under "Potential Partners."

Academic Preparation and Interests

Freshmen arrive at Eastern with average GPA's exceeding 3.28 and average SAT composite (Verbal and Math) scores of 996, values that have remained consistent since 2000. Transfer GPAs have been increasing since 1999, and currently average 3.1. Students coming to Eastern indicate interests in Education, Business Administration and Biology/Chemistry, Psychology, Nursing and Pre-Medicine. Eastern's partnership with Washington State Patrol Forensics and focus on allied health, have produced growing interest in Dental Hygiene and Criminal Justice.

Retention Patterns

EWU continues to track retention and graduation of its students on an annual basis via its participation in the University of Oklahoma's Consortium for Student Retention Data Exchange project. Eastern's 2004 cohort freshman retention rate of 77.2% compares favorably with that of our peers, with some minority population retention rates even higher (78.6% for American Indian freshmen and 83.3% for Hispanic freshman). Eastern has made second and third-year retention improvement an institutional priority. Eastern's six-year graduation rate of 48.5% (1999 cohort) has been steadily improving and continues to receive our priority attention.

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APPRAISAL OF INTERNAL CAPACITY AND NEEDS

Financial Health Assessment:

Eastern Washington University's financial position remains stable. The university effectively manages state appropriations, tuition revenue, self-supporting units, and grants and contracts to sustain and build its financial future. While overall state appropriations for operating expenses have decreased, increased student enrollment and related tuition revenue helped to offset the decline. The university relies heavily on state appropriations and tuition revenue and can be financially impacted by state-imposed restrictions and mandates.

Eastern's core funding is closely tied to the economy of the state of Washington, both in the level of state appropriations as well as the ability to adjust tuition rates. As the state's economic outlook improves, it is our hope that support for higher education will also increase.

Human Resource Management

Eastern works proactively to address workforce issues in a time of increasing demands of fiscal resources. About 75% of our current tenured faculty are more than 50 years of age, and 38% are more than 60 years old. This increases our projected turnover rate for the next decade as inevitable retirements occur, but also presents opportunities to structure staffing in ways that best meet our institutional needs and strategic goals. In addition, continuing technological changes and upgraded administrative systems require higher level technical skill sets for both faculty and staff.

Eastern currently is implementing a faculty diversity plan with a specific goal of having faculty diversity match that of our student mix. These demands on our workforce and national competition for the most qualified candidates impact the challenge of recruiting appropriate replacement hires.

Technology Capacity and Needs

Eastern currently is engaged in the upgrade and rollout of a new student administrative web-based system that will greatly enhance the efficient management of admissions, registration, records, and financial aid processes. This is the first major step in a long-term plan to upgrade all major administrative systems, including finance and payroll. The on-going purpose of the new administrative system is to allow timely access to information for strategic decision making and the highest level of customer service for students.

Capital and Auxiliary Capacity and Needs

Eastern's enrollment increases and changing pedagogical needs have required significant enhancement of our physical plant. The opening of Eastern's new state-of-the-art Computing and Engineering Building, a concurrent campaign for an endowment for ongoing equipment needs, as well as the soon-to-be completed renovation of Senior Hall and opening of the Visitor's Center, are important first steps to better position Eastern to

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meet the specialized educational classroom needs of our students. As competition for students increases, capital amenities will become more important. To that end, Eastern has begun development of a Student Recreation Complex, funded through student and operational fees.

In addition to changes to Eastern's residential campus in Cheney, the university maintains a presence at Bellevue Community College and in Spokane at the Riverpoint campus and downtown. The university is currently exploring options to sell its downtown building to expand its footprint and programs at Riverpoint, which has become the educational hub for Spokane. Both the Bellevue and Riverpoint sites provide important Eastern access to diverse student populations.

SUMMARY OF CHALLENGES AND OPPORTUNITIES

Current changing enrollment patterns, increasing competition with branch campuses and for-profit institutions, and continued need for high-quality instruction for students from all backgrounds present both challenges and opportunities for Eastern Washington University. While some of these variables are within Eastern's control, others are clearly external factors to which Eastern responds strategically within the context of our mission and vision for the future. Looking forward, we have identified the following challenges and opportunities.

Identified challenges:

- Providing quality educational opportunities and support services for all students with only partial and decreasing levels of state funding.
- Remaining competitive with the national market for the hiring of new faculty/staff.
- Competing effectively with expanding numbers of branch and out-of-state institutions offering competitive educational services in the greater Spokane area and statewide.
- Successfully recruiting well-prepared students from across the state.
- Re-establishing Eastern's international student clientele and enlarging international opportunities for Eastern faculty and staff.
- Integrating technology into pedagogy and curriculum.
- Successfully integrating a new administrative system that requires accelerated faculty/staff training and professional development.

Identified Opportunities:

- Aligning the university around student success as outlined in our academic strategic plan.
- Creating a more diverse campus and learning environment
- Building on successful partnerships with community colleges across the state to enhance learning opportunities, meet high-demand needs and expand recruitment of west-side students.

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- Implementing a successful comprehensive campaign in support of our goals for student success and institutional distinction.
- Procuring larger and greater numbers of external grants and contracts that enrich the academic learning environment and build collaborative partnerships at the state, national, and international level.
- Focusing program delivery in Spokane at the Riverpoint campus to maximize regional impact and partnership opportunities.
- Extend international relationships for students and faculty through innovative exchange programs with China and other countries.