

FORT LEWIS COLLEGE

A PLAN FOR ACTION

2006-2011

FROM THE PRESIDENT

As Fort Lewis College approaches its 100th year of providing education, we have much to celebrate in terms of the excellence of our learning environment and our dedication to the liberal arts. Our long-time commitment to Native American education is a unique and special part of our mission.

To strengthen commitment to the principles of the liberal arts, we have outlined our roadmap for the next five years and beyond. We will continue to do what we do best: namely provide opportunity for quality undergraduate learning and produce successful graduates for the modern world while being responsible to the communities we serve.

Educating through the liberal arts is a twenty-five hundred year tradition. It remains the basis for true critical analysis and thought while developing the future generations of the nation's leaders. The complex modern world demands that students be educated in diverse and multidisciplinary ways. This is accomplished through true liberal arts education. The 21st century liberal arts college must also renew its dedication to the community, and give students ample research opportunities. If we renew our dedication in this manner, then more Fort Lewis

College graduates will be successful in obtaining quality employment or being successful in graduate school.

This action plan for 2006-2011 will lead us into our second century. It will align our goals with resource decisions. Our ultimate goal is to be recognized as the finest liberal arts institution in the western United States. We are dedicated to being the best institution of higher learning that we can become. This is our promise to the citizens of Colorado and the world.

Dr. Brad Bartel
President, Fort Lewis College

FORT LEWIS COLLEGE

VISION

We strive to be the finest public liberal arts college in the western United States

MISSION

Fort Lewis College offers accessible, high quality, baccalaureate liberal arts education to a diverse student population, preparing citizens for the common good in an increasingly complex world.

VALUES

- ***Student success is at the center of all College endeavors.*** *The College is dedicated to the highest quality liberal arts education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Quality teaching and advising is demanded, recognized, and rewarded.*
- ***Academic freedom is the foundation for learning and advancement of knowledge.*** *The College vigorously protects freedom of inquiry and*

expression while expecting civility and mutual respect to be practiced in all interactions.

- ***Diversity is a source of renewal and vitality.*** *The College is committed to developing capacities for living together in a democracy, the hallmark of which is individual, social, and cultural diversity. The College fosters a climate and models a condition of openness in which students, faculty, and staff engage with respect, tolerance and equity. The College is further dedicated to our historical mission to educate the nation's Native Americans within the liberal arts framework.*
- ***Informed and engaged citizens are essential to the creation of a civil and sustainable society.*** *The College values the development of the responsible citizen, grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through community-based learning, the College engages students in community involvement and formal reflection on the value of these experiences.*
- ***Service to Southwest Colorado and the Four Corners area,***

including access to the College, is a public trust. The College is committed to forging partnerships and being responsive to the Four Corners region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms, and by methods that will meet the needs of its constituents.

- ***Connected knowing, independent learning, and collaborative learning are basic to being well educated.***
The College structures interdisciplinary learning experiences throughout the curriculum to have students develop the ability to think in terms of whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities.
- ***Evaluation of all functions is necessary for improvement and continual renewal.***
The College is committed to studying and documenting its effectiveness through assessment.

STRATEGIC DIRECTIONS 2006-2011

Fort Lewis College will pursue five strategies to position itself as the finest public liberal arts college in the western United States.

- 1. Improving our liberal arts education by structuring new, quality learning experiences, resulting in an enhanced College reputation.*
- 2. Establishing a comprehensive enrollment management plan resulting in sustained quality enrollment and retention.*
- 3. Improving service to the local community, the Four Corners region, and Colorado through increased involvement and outreach.*
- 4. Increasing private and public sector financial support, with a particular focus on fundraising, grants, sponsored research, and partnering opportunities.*
- 5. Enhancing the work environment and campus climate.*

Planning Background

Fort Lewis College is at a critical juncture in its unique history. State support for higher education in Colorado has been reduced significantly since the passage of the Taxpayers Bill of Rights (TABOR), and each state college and university must compete for talented students during a time of large tuition increases. Even with the passage of Referendum C, funding for higher education is only stabilized for a brief five year period.

How can Fort Lewis College change, thrive, and remain competitive? Fort Lewis College has a long history as a liberal arts institution committed exclusively to undergraduates. How can the College continue as a quality liberal arts school in the 21st century given the current resource constraints? Can the College continue to serve well and enhance its historic Native American educational mission? These and related issues are considered as part of the strategic plan for the next five years.

Colorado offers a wide range of public educational opportunities. From the large research universities (e.g., The University of Colorado, Colorado State University) with a decided focus on graduate education through the doctorate, to large comprehensive universities (e.g., The University of Northern Colorado) with graduate education and a regional focus, through regional providers (e.g., Mesa State, Western State, Adams State). Fort Lewis College currently fills a critical and unique niche, providing undergraduate-only liberal arts learning to local, statewide, national, and international student constituencies.

The long-standing tradition of owning the public liberal arts name for Colorado should be a decided advantage in recruitment of students. The desires for a college dedicated to undergraduates, with small class size, individual instruction, and delivery by mostly permanent professors in a residential setting are all significant recruitment and retention advantages when compared with the other Colorado public institutions. Added to this strong academic foundation is our dedication to excellence in extra-curricular student life activities and inter-collegiate athletics. Even when compared with private liberal arts institutions of similar size and mission, Fort Lewis College should enjoy a decided advantage due to

attractiveness of its physical setting, as well as the value provided in terms of the relationship between quality instruction and price (especially for Colorado residents).

Historically, our institution has been a tuition-dependent college. The result is that the vast majority of our budget is dictated by enrollment. Thus, in order to have the sustained revenue to improve the quality of the liberal arts learning and co-curricular experiences, growing our enrollment to 5,000 students is a critical priority for the next five years. Recruiting and retaining additional students at Fort Lewis College allows the institution to have the financial resources to add new degree programs, improve existing programs, establish value-added learning innovations for our students, and hire the requisite new faculty and staff. Sustained enrollment growth will also allow existing faculty to achieve financial parity with their peers at comparable public liberal arts colleges nationally.

To increase enrollment, Fort Lewis College must seek a higher degree of individualism within its public liberal arts peer group as well as among Colorado colleges and universities. We are dedicated to greater student success through learning innovation, including emphasis on undergraduate research and community-based education. That combined with our new legislatively approved admissions standard and aggressive marketing, will enable us to increase enrollment and be known as truly distinctive within Colorado.

We present **five major strategic directions** as the centerpiece of this action plan for the next five years. These directions encompass the goals for strengthening our learning environment, new approaches to recruiting and retaining students, promoting greater synergies with our external communities, improving the workplace environment, and acquiring the financial resources from all sectors in order to grow into the finest public liberal arts college in the western United States. Some of the strategic directions contain two sets of **action items**: 1) **foundational action items** that generally improve the College infrastructure, but are not directly related to any one goal and 2) **specific action items** that move the College positively towards the goals set forth for each report card. The five strategic directions also include **report card quantitative variables** with milestones and ultimate goals for 2011 that are based on

comparisons with peer group institutions and historical data at Fort Lewis College, in order to chart our progress during the implementation period.

STRATEGIC DIRECTION ONE

Improving our liberal arts education by structuring new, quality learning experiences, resulting in an enhanced College reputation.

Overview

As stated in the *Planning Background* section, Fort Lewis College is Colorado's public liberal arts institution. The College has a singular history, emphasizing integrative liberal arts learning, and a dedication to Native American students. The College is located within the culturally and environmentally unique Four Corners region of the United States. The actions below also reflect a continuation of what Fort Lewis College does best, namely providing high-quality liberal arts learning.

ACTIONS

QUALITY LEARNING EXPERIENCES

Foundational Actions (Not in priority order; all are critical to the overall success of the strategic direction.):

- *Redesign General Education to meet the needs of the student in the modern world, conform to the stipulations of the performance contract, enhance critical thinking skills, and include innovative liberal arts learning opportunities within the upper division curriculum.*
- *Maximize the use of the Four Corners region as a living/learning laboratory for academic and student life programs.*
- *Develop and offer more interdisciplinary courses and programs.*

Specific Actions (in priority order):

1. *Expand baccalaureate degree offerings that are aligned with our liberal arts mission, have enrollment sustainability, capitalize on our unique*

geographical location, and assist with regional or state workforce needs. Specifically, assess the needs for allied health degree programs. This action should positively impact student enrollment and retention. It may also have a positive impact on regional economic development.

- 2. Provide to students quality community-based learning and research opportunities, beginning with the 2010 freshmen class. This should positively impact student satisfaction as measured by NSSE survey results.*
- 3. Grow selected existing degree programs, certificates, and graduate courses in areas of competitive advantage. This action should have a positive impact on student enrollment.*
- 4. Strengthen the capacity for interdisciplinary research in areas such as molecular biology, the environment, digital arts, and entrepreneurship. This action should have a positive impact on student enrollment and retention.*
- 5. Increase the number of students in faculty-directed scholarship and community-based projects to an equivalent level as the mean of peer group institutions by 2011. This action should have a positive impact on graduate school admission.*
- 6. By the 2006-2007 academic year, initiate an annual Undergraduate Research Symposium and recognition ceremony to celebrate student research. This action should positively impact student retention.*
- 7. Increase honors program involvement for minority students to the same participation level as the general student population by 2011. This action should positively impact student retention.*

8. *Enhance the Leadership Center program to involve more students in co-curricular learning experiences where students develop and apply their interpersonal and leadership skills, and to have these activities validated and recorded on a co-curricular transcript. This action should positively impact student retention.*
9. *Enhance the programs of the Native American Center and El Centro de Muchos Colores to provide student cultural sharing and learning, as well as mentoring and promoting social transitions into the campus community at large. This action should positively impact student retention.*
10. *Focus on holistic student learning through the further integration of academic and co-curricular experiences in all residence halls, with particular emphasis on faculty involvement in residence hall settings. This action should positively impact student retention.*
11. *Establish graduate “pipelines” with The University of Denver for law school admission and with The University of Colorado for masters and doctoral admission for our Native American students seeking graduate and first professional degrees by 2007. This action should positively impact Native American enrollment, retention, and graduate school admission.*
12. *Develop and implement informational programs by 2008 for Native American and Hispanic students to encourage their ultimate enrollment in graduate education. This action should positively impact Native American and Hispanic enrollment, retention, and graduate school admission.*

FACILITIES

Foundational Action:

- *Renovate and/or construct academic facilities to address currently identified deficiencies as cited in the Fort Lewis Facility Master Plan, as well as to accommodate planned growth, with particular emphasis on the sciences, media communications, performing arts, and the library.*

Selected Accountability Measures-Direction 1

| | HISTORICAL | | DATA | | GOALS | | | | |
|---|-------------------|------------------|------------------|------------------|--------------------------|------------------|------------------|---------------------------------|---------------------------|
| <i>Students</i> | <i>Fall 2003</i> | <i>Fall 2004</i> | <i>Fall 2005</i> | <i>Peer Data</i> | <i>Aspirational Data</i> | <i>Fall 2008</i> | <i>Fall 2011</i> | <i>Reporting Responsibility</i> | <i>Contributing Areas</i> |
| | | | | <i>S. Oregon</i> | <i>UNC Asheville</i> | | | | |
| % students in undergraduate research | 2.3% | 1.3% | 1.2% | No Data | No Data | 2.3% | 3.7% | PROVOST | IR |
| % students in honors | 1.6% | 2.1% | 2.7% | No Data | No Data | 4.0% | 4.7% | PROVOST | IR; Dean Smith |
| % recent graduates attending graduate school | 18% | No Data | 14% | No Data | 19% | 19% | 21% | PROVOST | IR |
| % recent graduates employed full-time after graduation | 74% | No Data | 77% | No Data | 73% | 77% | 79% | PROVOST | IR |
| % graduates in internships, practica, clinic, field experiences/total enrollments | 75% | 74% | 64% | No Data | 42.4% | 74% | 80% | ASSOC. VPAA | IR |
| % freshmen in learning communities | 28% | 30% | 41% | No Data | No Data | 45% | 50% | PROVOST | IR; Dean Smith |
| Overall student satisfaction (4 pt. scale) | 3.30 | 3.39 | No Data | | 3.44 (COPLAC mean) | 3.44 | 3.5 | ASSESSMENT | NSSE |

STRATEGIC DIRECTION TWO

Establishing a comprehensive enrollment management plan resulting in sustained quality enrollment and retention.

Overview

The actions outlined below are directed to increasing quality enrollment and promoting student success.

ACTIONS

Foundational Actions (Not in priority order; all are critical to the overall success of the strategic direction.):

- *Develop and implement a comprehensive enrollment management system.*
- *As part of this enrollment management system, implement a comprehensive data collection and analysis system to inform marketing, recruitment and retention efforts.*
- *Aggressively brand and market the institution as a school of choice within Colorado.*
- *Maintain a freshmen class headcount of no more than 1,200 and no less than 1,000 annually.*
- *Construct enrollment management plans that emphasize diversity in the student body.*
- *Grow gradually the minority student population.*
- *Increase retention and graduate rates to a minimum of those goals stated in the performance contract.*

Specific Actions (in priority order):

1. *Increase student headcount approximately 2-3% annually, with an ultimate goal of achieving 5,000 headcount by 2014. This action will positively*

impact student enrollment and general College revenue.

- 2. Widen our non-resident student market to ultimately achieve a 40% non-resident student population by 2014. This action will positively impact student enrollment, diversify the student population, and increase general College revenue.*
- 3. Increase the transfer-in student population by 100% by 2007. This action will positively impact student enrollment.*
- 4. Design marketing and recruiting efforts to prioritize geographic, quality, programmatic and psychographic target markets. This action will positively impact student enrollment.*
- 5. Implement coordinated packaging of institutional financial aid in target markets while maintaining an acceptable tuition discount rate. This action will positively impact student yield and retention.*
- 6. Phase-in the selective admission index score of 92. This action should positively impact student retention.*
- 7. Phase-in new residence halls, possibly privatized, that are modern examples of living-learning centers. This action should positively impact student enrollment and retention.*
- 8. Design and plan for a new College Union Building. This action should positively impact student retention.*

Selected Accountability Measures-Direction 2

| | | HISTORICAL | DATA | | | GOALS | | | |
|--|------------------|------------------|------------------|------------------|--------------------------|------------------|------------------|---------------------------------|---------------------------|
| <i>Students</i> | <i>Fall 2003</i> | <i>Fall 2004</i> | <i>Fall 2005</i> | <i>Peer Data</i> | <i>Aspirational Data</i> | <i>Fall 2008</i> | <i>Fall 2011</i> | <i>Reporting Responsibility</i> | <i>Contributing Areas</i> |
| | | | | S. Oregon | UNC Asheville | | | | |
| Headcount | 4182 | 4190 | 3946 | 4964 | 3312 | 4350 | 4650 | DEAN, ENRL. MGT. | IR; Admissions |
| Percent top quarter HS class | 20% | 20% | 20% | No Data | 58% | 22% | 24% | DEAN, ENRL. MGT. | IR; Admissions |
| Freshmen class size | 923 | 990 | 910 | 968 | 599 | 1100 | 1100 | DEAN, ENRL. MGT. | IR; Admissions |
| 25 th -75 th percentile Fresh. ACT composite score | 18-23 | 18-23 | 18-23 | 19-24 | 22-27 | 19-24 | 20-24 | DEAN, ENRL. MGT. | IR; Admissions |
| % Minority ethnic origin | 27% | 27% | 28% | 11% | 7% | 28% | 29% | DEAN, ENRL. MGT. | IR |
| % Non-resident | 32% | 32% | 29% | 24% | 14% | 34% | 38% | DEAN, ENRL. MGT. | IR; Admissions |
| Retention rate, 1 st time freshmen | 56% | 60% | 58% | 69% | 78% | 62% | 64% | DEAN, ENRL. MGT. | IR |
| Retention rate, 1 st time freshmen + transfers | 69.3% | 70.1% | No Data | NA | NA | 72.5% | 74% | DEAN, ENRL. MGT. | IR |
| Native American retention rate | 44% | 55% | 49% | NA | NA | 58% | 62% | DEAN, ENRL. MGT. | IR |
| 4-yr Graduation rate | 10.8% | 9.2% | 11.1% | No Data | 28% | 12% | 13% | | |
| 6-yr Graduation rate | 30% | 31% | 30% | 36% | 52% | 32% | 34% | DEAN, ENRL. MGT. | IR |
| Native American 6-yr graduation rate | 17% | 15% | 15% | NA | NA | 20% | 27% | DEAN, ENRL. MGT. | IR |
| Number of transfer to FLCs | 349 | 279 | 319 | 430 | 304 | 459 | 547 | DEAN, ENRL. MGT. | IR |

STRATEGIC DIRECTION THREE

Improving service to the local community, the Four Corners region, and Colorado through increased involvement and outreach.

Overview

In the 21st century, it is essential that a college be aligned with the region it serves in terms of economic and social development. With Fort Lewis College situated in a small town of 15,000, the intellectual and applied knowledge offered by its faculty, staff and students must have a positive impact on the city and county. In addition, to add distinctiveness to Fort Lewis College as a national leader in liberal arts education, we seek to have all of our students civically engaged so that they can learn to be active citizens and understand the realities of ‘giving back’. The actions below reflect a renewed dedication to regional service.

ACTIONS

Foundational Actions (Not in priority order; all are critical to the overall success of the strategic direction.):

- *Realign, upgrade and revalue the service expectations for faculty and the policies in promotion and tenure reviews to encourage and support involvement in community-based learning and research. This action should positively impact faculty morale, retention, and align faculty assignment with student community-based learning and research activities.*
- *Formulation of a graduation co-curricular student portfolio; a record of all community-based learning and research activities during the college career. This will aid in securing employment and/or graduate school acceptance. This action should positively impact graduate school acceptance and job acquisition after graduation.*

Specific Actions (in priority order):

- 1. Enhance community-based learning and research opportunities for all students, with a target of 100% participation for the 2010 freshmen class and beyond. This action should positively impact student retention, graduate school enrollment, and job acquisition after graduation.*
- 2. Expand assistance programs for regional small businesses, government, and non-profit organizations. This action should positively impact job creation and capital formation through the Small Business Development Center.*
- 3. Develop a comprehensive plan of getting Fort Lewis College alumni involved in career mentoring, college advocacy, and as life-long learners through educational opportunities. This action should positively impact alumni giving and interaction with the College.*

Selected Accountability Measures-Direction 3

| | | <i>HISTORICAL</i> | <i>DATA</i> | | <i>GOALS</i> | | |
|---|-------------|-------------------|-------------|--|--------------|-------------|---|
| | <i>2003</i> | <i>2004</i> | <i>2005</i> | | <i>2008</i> | <i>2011</i> | <i>Reporting Responsibility</i> |
| | | | | | | | <i>Contributing Areas</i> |
| # jobs created & retained through SBDC | 69 | 124 | 56 (YTD) | | 75 | 87 | DEAN OF BUSINESS Small Business Development Center |
| \$ capital formation through SBDC | \$1.99M | \$3.3M | \$1.8 (YTD) | | \$0.75 | \$0.87 | DEAN OF BUSINESS Small Business Development Center |
| # faculty service tasks in the community | No Data | No Data | No Data | | To be set | To be set | PROVOST IR |
| # college opportunities for community participation | No Data | No Data | No Data | | To be set | To be set | VP INSTITUTIONAL ADVANCEMENT Director of Marketing |
| # recent graduates employed in region | No Data | No Data | No Data | | To be set | To be set | ALUMNI RELATIONS Assessment |
| Seniors with community service or volunteer work | 68% | 56% | No Data | | 68% | 75% | ASSESSMENT NSSE |
| Overall FLC economic impact | \$98.4M | \$101.1M | \$107.2 | | \$120.6 | \$133.9 | DEAN OF BUSINESS Office of Economic Analysis & Business Research |

STRATEGIC DIRECTION FOUR

Increasing private and public sector financial support of the College, with a particular focus on fundraising, grants and sponsored research, and partnering opportunities.

Overview

In an era of diminished support from the State of Colorado, Fort Lewis College must dramatically increase funding from all other external sources. Although faculty have made great strides in increasing the level of federally sponsored funds to conduct their scholarship, we will continue to seek additional peer-reviewed funding for research by our faculty, especially avenues for innovation in undergraduate research, for improvement of educational opportunities for Native Americans, and for development of community-based learning opportunities.

The new Fort Lewis College Division of Institutional Advancement and Sponsored Research will support the mission of the College by identifying, cultivating, and securing financial resources from individuals (alumni and friends), private foundations, corporations, and organizations. It is most important that we have funds for merit-based four-year student scholarships, need-based scholarships, endowments for distinguished faculty positions and current programs, start-up funds for new degree and incubator programs, capital projects, and unrestricted funds for College enrichment. The actions cited below will create a professional development organization which will work efficiently and effectively with the Fort Lewis College Foundation in a new partnership for the betterment of the institution.

ACTIONS

Foundational Actions (Not in priority order; all are critical to the overall success of the strategic direction.):

- *Achieve fiscal self-sufficiency by developing a stable economic base for college programs and services through a fundraising program that is proactive and results-oriented.*
- *Aggressively pursue and secure financial support, locally, regionally, and nationally for student scholarships, faculty and program endowments, capital projects, and unrestricted funds.*
- *Create awareness in the private sector of the financial needs of the College that are not met by state or federal support.*
- *Institute a coordinated program for obtaining private support on a continuing basis.*
- *Extend the College's financial access to private foundations and corporations through contacts and funding requests that are philanthropic in nature and support the mission of the College.*
- *Develop creative, collaborative relationships among College Advancement, Foundation, Alumni Association, Skyhawk Boosters, and Professional Associates to assist in achieving fundraising goals.*

Specific Actions (in priority order):

1. *Implement a systematic annual giving program with a goal to increase giving by 10% annually. This action should positively impact College endowment and unrestricted funds.*

2. *Increase sponsored research grant submissions and awards by 10% annually. This action should positively impact faculty and student research opportunities, and the indirect cost recovery derived from grants should positively impact faculty professional development.*
3. *Implement a special 2007 scholarship campaign to celebrate the 50th anniversary of Fort Lewis College in its present location. This action should positively impact the overall scholarship needs of the College.*
4. *Organize and launch a comprehensive capital campaign for the Fort Lewis College Centennial in 2011. This action will positively impact all areas of critical College need, including general endowment, capital projects, scholarships, and programmatic innovation.*
5. *Increase the percentage of alumni giving by 5% annually. This action should positively impact the overall College endowment and diversify the activities offered to alumni.*
6. *Establish endowed faculty positions in areas of competitive advantage. This action should positively impact faculty recruitment and retention, and increase student enrollment.*
7. *Develop regional alumni chapters in niche areas by offering consistent support services and programs. This action should positively impact and diversify the activities offered to alumni.*

Selected Accountability Measures-Direction 4

| | | HISTORICAL | DATA | | | GOALS | | | |
|------------------------------|--------------|--------------|--------------|-----------|-------------------|-----------|-----------|---|-----------------------|
| | 2003 | 2004 | 2005 | Peer Data | Aspirational Data | 2008 | 2011 | Reporting Responsibility | Contributing Areas |
| | | | | S. Oregon | UNC Asheville | | | | |
| Annual private contributions | \$1,718,021 | \$2,088,857 | \$1,009,527 | \$2.1 m | \$2.1m | \$4m | \$7m | VP-INST. ADVNCMNT. & SPNSRED. RSRCH. | Foundation |
| Endowment | \$3,684,008 | \$3,603,664 | \$3,760,062 | \$11.7m | \$14.9m | \$6.2m | \$10.2m | VP-INST. ADVNCMNT. & SPNSRED. RSRCH | Foundation |
| Total FLC Foundation assets | \$13,844,795 | \$15,722,439 | \$17,095,819 | No Data | No Data | \$20.5m | \$24m | VP-INST. ADVNCMNT. & SPNSRED. RSRCH | Foundation |
| Total grants received | \$3,526,421 | \$3,325,760 | \$3,316,530 | \$414,619 | \$1,467,555 | \$4m | \$5m | VP-INST. ADVNCMNT. & SPNSRED. RSRCH; DIRECTOR, SPONSORED RESEARCH | |
| Scholarship funds raised | \$1,057,956 | \$286,052 | \$309,947 | \$216,901 | \$3.66m | \$2m | \$4m | DIRECTOR, FINANCIAL AID | Foundation |
| Planned giving | 0 | \$562,271 | \$100,572 | No Data | No Data | \$1.4m | \$3m | VP VP-INST. ADVNCMNT. & SPNSRED. RSRCH | Foundation |
| % Alumni giving | 14% | 13% | 11% | 3% | 11% | 13% | 15% | VP VP-INST. ADVNCMNT. & SPNSRED. RSRCH | Dir, Alumni Relations |
| Unrestricted funds | \$281,847 | \$30,667 | \$65,978 | No Data | \$537,147 | \$300,000 | \$500,000 | VP VP-INST. ADVNCMNT. & SPNSRED. RSRCH | Foundation |

STRATEGIC DIRECTION FIVE

Enhancing the work environment and campus climate.

Overview

In order for Fort Lewis College to sustain and enhance quality learning, the work environment for faculty and staff needs improvement, as determined by a recent faculty climate survey. A quality work environment should include: faculty and staff salary levels comparable with national peers, faculty and staff with diverse backgrounds and experiences, ability of new faculty and staff to purchase suitable housing, and rewards for faculty and staff who significantly contribute to the College. The actions cited below should enhance the work conditions at Fort Lewis College.

ACTIONS

Foundational Actions (Not in priority order; all are critical to the overall success of the strategic direction.):

- *Develop a performance plan to recognize the contributions of and enhance salaries of highly productive staff.*
- *Provide a student-centered, user-friendly administrative and service infrastructure.*
- *Improve all pathways of internal communication at the College.*
- *Continue to develop and implement healthy shared governance of the College.*

Specific Actions (in priority order):

1. *Adjust faculty salary to within 95% of the COPLAC mean by rank and discipline. This action should positively impact faculty recruitment and retention.*
2. *Define the scope of the faculty/staff housing problem, and explore possible solutions, including an affordable housing project for faculty and staff on*

- College property. This action should positively impact faculty recruitment and retention.*
- 3. Increase funding for faculty promotions to 10% salary increase per promotional rank by 2010. This action should positively impact faculty recruitment and retention.*
 - 4. Increase the proportion of and retain Native American and Hispanic faculty. This action should positively impact minority student enrollment and retention.*
 - 5. Establish a faculty/staff newsletter by 2006. This action should positively impact faculty and staff satisfaction.*
 - 6. Re-implement the College Hour by 2007. This action should positively impact faculty and staff satisfaction.*

Selected Accountability Measures-Direction 5

| | | HISTORICAL | DATA | | | GOALS | | | |
|---|------------------|-------------------|------------------|------------------|--------------------------|------------------|------------------|---------------------------------|--------------------------------|
| | <i>Fall 2003</i> | <i>Fall 2004</i> | <i>Fall 2005</i> | <i>Peer Data</i> | <i>Aspirational Data</i> | <i>Fall 2008</i> | <i>Fall 2011</i> | <i>Reporting Responsibility</i> | <i>Contributing Areas</i> |
| | | | | <i>S. Oregon</i> | <i>UNC-Asheville</i> | | | | |
| % female administrators | 32% | 43% | TBD | No Data | 41% | 50% | 50% | PROVOST | Institutional Research; HR |
| % female full-time faculty | 48% | 46% | 45% | No Data | 38% | 46% | 47% | PROVOST | Institutional Research; HR |
| % minority full-time faculty | 12.7% | 13.0% | 11.3% | 14.4% | 9.0% | 15% | 16% | PROVOST | Institutional Research; HR |
| # Native American faculty | 6FT | 4FT | 4FT | NA | NA | 6FT | 8FT | PROVOST | Institutional Research; HR |
| # Hispanic faculty | 12FT | 10FT | 11FT | NA | NA | 12FT | 13FT | PROVOST | Institutional Research; HR |
| Avg. faculty salary, FT, all ranks as % of COPLAC peers | 86.7% | 82.8% | 83.2% | 86.8% | 101.2% | 88.5% | 92.4% | PROVOST | Institutional Research; Budget |
| Faculty satisfaction | No Data | No Data | No Data | NA | NA | To be set | To be set | ASSESSMENT | |
| % faculty with terminal degree | 80% | 78% | 78% | No Data | 88% | 80% | 82% | PROVOST | Institutional Research; HR |

REPORTING AND ACCOUNTABILITY

Each year Fort Lewis College will publish an accountability score card of progress toward the goals cited in this plan. We view the plan as a living document, so changes will be made throughout the five year period. This includes the addition of new goals or changes to existing goals. In addition, the plan and progress toward goals will be posted on the Fort Lewis College web site.