Progress Report and FY10 Action Agenda for Implementation of Forward THINKING, Our 2008-13 Strategic Plan

To the Case Western Reserve University Community:

In 2007-08, Case Western Reserve University engaged in a campus-wide process to chart its future. Through dozens of meetings and individual conversations, our institution developed a collective sense of the kind of place it aspired to be – and the measures required to realize those ambitions.

The resulting document, Forward THINKING, articulated core values, identified academic priorities and committed to improved essential services. It acknowledged that the university simply cannot pursue every promising idea. Success demands discipline. The university must invest time, energy and resources in those areas most likely to distinguish it in the coming years. To that end, our community agreed to build on existing strengths and emphasize interdisciplinary collaborations.

As important as strategic planning is, execution matters more. Case Western Reserve University made significant promises last year. Over the past several months, we have begun the journey toward keeping them. During the first year of implementation we accomplished several preliminary objectives. We engaged groups across the campus in work to advance goals in academic alliances and other key areas. The ideas emerging from these dialogues hold immense potential. Our challenge now is to develop them into programs that translate to concrete progress.

Today I thank everyone involved in the critical first year, and welcome your ideas and comments on the pages that follow which incorporate a report on our progress (pages 2-7) and an Action Agenda for the coming year (pages 8-14).

W.A. “Bud” Baeslack
Provost and Executive Vice President
Progress Report

One of the greatest values of the 2007-2008 strategic planning process was the discovery of how many academic priorities our college and schools had in common. When we combine these shared interests with the campus’ compact nature, the potential for groundbreaking efforts becomes even more compelling.

History shows that some of our institution’s greatest achievements emerged from those moments when disparate parts of the campus came together. To date such successes have emerged largely through individuals’ will and perseverance. Over the past several months, the Office of the Provost has worked to establish structures that allow more thoughtful approaches to these efforts, and provided resources to support them. In the coming months, the groups that have engaged in rich conversations about possibilities will begin to translate their ideas into concrete proposals.

In the pages that follow, we detail the achievements of our first year, describe our approach going forward, and provide glimpses of some of the programs taking shape within individual planning groups. All told, it provides the frame of a powerful new future at Case Western Reserve University.

The Foundations of Forward THINKING

All of the concrete initiatives connected to our strategic plan link back to the core principles identified during 2007-2008. Because of their critical importance in guiding all of our decisions and actions, we detail them again here.

### Mission

*Case Western Reserve University improves people’s lives through preeminent research, education and creative endeavor.*

### Vision

*We aspire to be recognized internationally as an institution that imagines and influences the future.*

### Key Goals

- *academic programs to increase impact*
- *Develop a strong, vibrant and diverse campus*
- *Expand and deepen relationships with the larger community*
- *Strengthen institutional resources.*

### Core Values

- *Academic excellence and impact*
- *Inclusiveness and diversity*
- *Integrity and transparency*
- *Effective stewardship*
First-Year Achievements

Our community spent much of 2008-2009 creating the processes and engaging the people who will achieve some of the strategic plan’s most ambitious goals. Even so, we also realized a few “early wins.”

Appointment of inaugural Vice President for Inclusion, Diversity and Equal Opportunity, Marilyn Mobley, Ph.D.

Diversity is one of the core values articulated in Forward THINKING. In 2008, the university created a new, cabinet-level position, Vice President for Inclusion, Diversity and Equal Opportunity. After an exhaustive search drawing more than 130 applicants, President Snyder appointed Marilyn Sanders Mobley, Ph.D., to the position in December.

Over the past several months, Dr. Mobley has created a campus-wide Diversity Leadership Council and an annual Inclusion and Diversity Achievement Award. Now she is examining the university’s many existing programs to identify opportunities for greater coordination and synergy.

Adoption of Conflict of Interest policy aligned with national best practices

The university is at its best when faculty engage with the world, and the new policy fully supports such interactions. In February, the Board of Trustees approved a new document that aligns the university’s approach with national models.

Appointment of inaugural Associate Provost for International Affairs, David Fleshler, J.D.

In Forward THINKING, the University committed to increase global engagement. This spring, the Provost appointed David Fleshler as the first Associate Provost for International Affairs.

Working in collaboration with leaders from across the community, Fleshler will spend the next few months exploring the greatest opportunities the university has to spur progress for students and faculty, and develop a roadmap for achieving priorities.

Improved Undergraduate Recruitment

In Forward THINKING, we committed to enrolling more outstanding students. This year, we attracted nearly 8,000 complete undergraduate applications, an improvement of about 15 percent over the previous year and a new university record.

The Class of 2013 includes three times as many international students as the previous year’s class. The number of students from outside Ohio has climbed by nearly 20 percent. And the group’s academic credentials are significantly higher.
**Alliance Advances**

The centerpiece of the University Plan is its emphasis on building interdisciplinary initiatives. In 2008-2009, individuals from across the university came together in teams focused on these select academic areas.

While much of this year focused on how the alliances would advance their respective topics, several teams also made concrete progress that will build upon earlier accomplishments of the college and schools in these areas of strength.

**Energy**

This spring Case Western Reserve University won a $3 million state grant to launch a wind turbine center devoted to research and education. Earlier this year the university appointed its inaugural Maltz Professor in Energy Innovation, Mario Garcia-Sanz, an internationally recognized leader in control technology and turbines. Last fall, the Great Lakes Institute for Energy Innovation named Dianne Anderson its first executive director. Anderson came to the university after 25 years as at BP, the last two as president of its West Coast Fuels Marketing division.

The alliance will focus on leveraging the full power of the University to build the “Energy Leaders” of tomorrow through innovative, holistic research and training.

**Human Health**

There are many examples of ways that researchers across the university come together to improve people’s lives. Today this effort is accelerated through the university’s $64 million Clinical and Translational Science Award (CTSA) from the National Institutes of Health, the single largest NIH grant ever made to Northeast Ohio. Using some of these funds, the School of Medicine is launching the Institute for Patient and Population Health Sciences and Personalized Medicine. Its goal is to further our understanding of precisely what approaches work best for each person, and how best to answer the medical needs of entire communities.

Under the umbrella of developing a Healthy Cleveland Initiative, the alliance is in the process of identifying the top cross-disciplinary areas defined under categories including disease mechanisms; delivery; technology; healthy behavior; health mechanisms; social/financial/legal/ethical; populations.

**Culture, Creativity and Design**

We sit in the heart of one of the world’s greatest cultural districts, home to the world-renowned Cleveland Museum of Art and Cleveland Orchestra, and a host of other enriching institutions. Case Western Reserve long has partnered with these organizations, and now aims to be even more active and intentional in the ways we link our strengths with those of our neighbors.
The university took a significant step in this effort when the Baker-Nord Center won a $650,000 challenge grant from the National Endowment for the Humanities this year. The award will help the center advance its digital humanities initiatives and create new educational offerings in new media and technology.

In addition, the Weatherhead School of Management is building on its early leadership in the area of managing by design. The effort allows students to integrate traditional business subjects such as finance and accounting with opportunities to consider topics from a more broad and creative perspective. Weatherhead faculty collaborate with drawing teachers, theatrical directors and others prepare students for the increasingly complex challenges of management in today’s business climate.

**Informatics**

The university possesses significant strengths in this broad area – among them, genomics, proteomics, imaging and electronic health records. This year the Center for Proteomics and Bioinformatics secured $1.5 million in additional support from The Cleveland Foundation, which helped launch the center in 2005 with a $5 million grant. The new funding will support additional research in developing new diagnostic tools for chronic diseases, among other programs.

The alliance has identified two focus areas – bioinformatics which covers basic science research applications, and biomedical informatics dealing with clinical applications. Priorities for FY10 will be to identify best practices and seek funding for infrastructure needs common to both groups.

**Social Justice**

This spring the College of Arts and Sciences made the university’s first appointment within the Social Justice initiative, John Flores in Latino/Chicano History/Social Justice. The Mandel School of Applied Social Sciences announced plans to create an undergraduate minor in social justice.

The Social Justice Alliance is “working toward equal access to opportunity for all people through understanding and addressing the root causes of social injustice and developing innovative solutions.”

**Ethics**

The Inamori Center for International Ethics and Excellence plans to launch a major conference on Peace and War. In September the center will award the university’s second annual Inamori Ethics Prize to Mary Robinson, Ireland’s first female president and former United Nations High Commissioner for Human Rights.

Faculty involved in this alliance area aim to create an ethics certificate program and an ethics minor at the university. They also hope to create a multi-year interdisciplinary project that considers emerging ethical issues in neuroscience and neurotechnology.
Infectious Diseases

Our alliance team for infectious diseases, an area of longstanding strength for the university, is exploring opportunities for a new program focused on evaluating infections in underserved populations.

Robert Salata, the leader of this alliance has been in contact with leadership from Child Studies (Jill Korbin) and Social Justice (Rhonda Williams) to discuss ways in which the three alliances could work together for maximum impact in the Cleveland area.

Child Development

This alliance builds on the pre-existing strength of the programs of the Schubert Center. Faculty from five schools came together last spring and submitted a proposal for federal stimulus funds to support a research project aimed at reducing child health disparities. This effort builds on multiple existing collaborations within the university and broader community – for example, the remarkably successful dental sealant program for Cleveland schoolchildren.

The goal of the initiative is to increase understanding of how the many factors in a child’s life – among them family, school and neighborhood – influence health outcomes. This knowledge in turn will allow researchers to create far more effective interventions to assist young people.

In working with children in Cleveland, faculty involved in this alliance aim to develop knowledge and insights that can help improve conditions for young people everywhere.

Origins

In 2008-2009 the university and institute observed the Year of Darwin, in honor of the 200th anniversary of Charles Darwin’s birth and 150th anniversary of the publication of *Origin of the Species*. The Class of 2012’s common reading was David Quammen’s *The Reluctant Mr. Darwin*, and the author’s address at Convocation marked the beginning of a rich series of lectures, panel discussions and other events featuring speakers drawn from around the world and across the disciplines.

The Institute for the Science of Origins (ISO) is the first major initiative to grow out of the Origins Alliance.

Advanced Materials

More than 90 faculty across four schools already work in materials, attracting significant amounts of research funding. Northeast Ohio is well-known for its success in metals and manufacturing and the alliance aims to seize opportunities created by this confluence of campus expertise and industrial experience.

Going forward, this alliance will focus on the basics as well as the national priority needs of biomaterials, energy and sustainability. The faculty plan on marketing the university’s distinct strengths in this area and developing a clearinghouse to match the university’s strengths with industry needs.
Sustainability

At Case Western Reserve, sustainability includes measures to enhance the environment, but also encompasses much broader efforts.

In 2009, trustee Chuck Fowler and his wife, Char, donated $7.5 million to the Weatherhead School of Management to support efforts in sustainable business and social entrepreneurship. Weatherhead is exploring creation of a doctoral program in sustainability, while other faculty are pursuing research in green technology and community health.

Earlier this year, the university’s School of Medicine and the Cleveland Museum of Natural History announced plans to create a Center for Environmental Health and Human Ecology to promote education, public awareness and research on the interconnected issues of the health of our planet and of our population. Part of the project includes hiring a faculty member with expertise in environmental epidemiology to lead the center.

Faculty members active in this alliance have established the Institute for Sustainability (IfS) and identified water and urban sustainability as initial priority areas. Projects include efforts to address the sustainability of Cleveland’s aging housing stock.

Enabling Activities

An essential element in Forward THINKING is our commitment to build a more supportive and nurturing campus culture. This ambition goes beyond expanding our efforts in diversity and inclusion. It also includes initiatives involving advising, mentoring and recognition.

Faculty Compensation

The university’s Faculty Senate identified two primary budget priorities in 2008, compensation and child care. This year a faculty committee identified key principles for addressing issues of competitiveness, equity, and compression.

Graduate Student Mentoring

Leaders of the Graduate Student Senate (GSS) identified mentoring as a primary issue in 2007. Through extensive consultation with faculty, members of the GSS developed “A Mentoring Guidebook for Faculty,” This year, the Faculty Senate endorsed the document.

Child Care

After the Faculty Senate identified child care as its other budget priority, President Snyder appointed a campus-wide committee to explore both short- and long-term options to support faculty, staff and students with young children. This spring the group recommended the university strengthen emergency child care options and provide competitive grants to support child care for community members when on professional travel. It also urged the university to explore a partnership with the Cleveland Music School Settlement for Child Care at its proposed satellite campus in Cleveland Heights.

Undergraduate Advising

Improving advising is an overwhelming priority among students. In 2008-2009, Vice Provost Don Feke led an assessment of existing programs. The group will complete its work this summer, and the Office of the Provost will work to enact recommendations in the fall.
The Process

Implementation of the Plan began in fall 2009, guided by the following:

- The University Plan represents a high-level “roadmap” that will be updated every 3-5 years.
- Achieving goals will occur through coordinated annual “Action Agendas” at the University and “Portfolio” levels, where a “Portfolio” represents a campus organizational unit such as a School/College, VP-level office such as Student Affairs, and representative bodies such as the Faculty and student senates.
- Specific Action Agenda initiatives may be one or more years in duration.
- Metrics will be defined for each initiative.
- There will be a regular cycle for developing the annual “Action Agenda” and for tracking performance.
- A Plan Action Committee (PAC) will supervise the development of the annual agenda.
- PAC membership will include individuals from various campus stakeholder groups – Portfolio and Alliance leadership.
- The Agenda will align with the college and school plans and availability of resources.
- Internal and external communication plans will be developed to keep all stakeholders informed of accomplishments.

A steady-state implementation cycle incorporates the development of the annual Action Agenda for achieving the Plan goals and objectives; the integration of the Action Agenda with the budget; the implementation of the Action Agenda; and review of performance measurements to determine progress towards goals. Each year a Leadership Retreat will serve as the platform for assessing progress and for outlining the coming year’s Action Agenda.

The first Leadership Retreat was held in February 2009 (in the steady-state, retreats will occur in November). Several themes emerged from this gathering of college and school Deans, Alliance leaders, Vice Presidents and Student leaders that evolved into the FY10 Action Agenda.

Following are a set of interconnected principles that were identified as crucial to helping the University reach its goals:

I. **Enhance faculty, staff and student life** – Improve compensation/financial aid/stipend levels, advising/mentoring, leadership development, diversity

II. **Increase the scale and impact of interdisciplinary programs** – Launch and seed Alliances, encourage joint faculty appointments, design new degrees/courses, create new institutes/centers/joint programs, leverage external funding

III. **Advance international programs** – Expand study abroad, develop new partnerships, promote diversity, enhance revenue streams

IV. **Create new models for doing business and improve organizational support systems** – Review budget model and resource allocation methodologies, implement best practices, pursue unique partnerships, reduce barriers to collaboration, increase transparency implement e-portfolio and electronic Research Administration, and increase research computing and the number of technology-enhanced classrooms
Moving ahead with this slate of actions has been made more challenging by global economic uncertainty. Success will depend on our ability to make hard decisions as we implement our strategic priorities.

Enhance Faculty, Staff and Student Life

Attracting, retaining and engaging exceptional faculty, students and staff are fundamental ingredients for success. While many variables define a specific culture and have an impact on satisfaction levels, the following have surfaced as the primary drivers targeted for enhancement in FY10 and beyond.

Faculty Compensation and Rewards

The Faculty Senate Compensation Committee has spent a great deal of time looking at issues of salary equity, compression and inversion across CWRU departments and college/schools, and the university’s competitive salary position against other AAU institutions. In FY09 the Compensation Committee completed a document on compensation philosophy dealing with principles, objectives and strategies. Continuing into FY10, this group will focus on broadening the criteria for merit, while a new working group composed of faculty and staff will be reviewing policies for performance evaluation in the Faculty Handbook and the HR Manual against actual practices across the campus. The working group will pay special attention to whether performance criteria are clearly and effectively communicated, explore best practices at peer institutions, and make recommendations for improvements where necessary. The Provost’s Office will work with each college/school to address individual salary issues.

The Provost’s Office will also establish a working group to develop a set of criteria for nominating and appointing Distinguished University Professors as a reward for excellence in teaching and research.

Undergraduate Student Aid

The Office of University Development will continue to focus on raising new gifts for undergraduate financial aid in preparation for the University’s next campaign. Given the demographics on the horizon, and a public emphasis on accessibility and affordability, the University’s funded financial aid capacity must grow if it is to remain a destination school for top students.

Graduate Student Stipends

Graduate students are a pivotal ingredient in our learning environment. They work side by side with our faculty, expanding the world’s knowledge of foundational and groundbreaking research and scholarship. Competition for top students is intense, and the pool of external grants can be unpredictable as a source of support. One of the University’s top priorities is raising philanthropic support for graduate fellowships, support which affects its reputation and is vital to maintaining its competitive edge.

Advising/Mentoring, Leadership Development

At almost every campus forum on planning during the past year the importance of guiding and mentoring our people has been emphasized. Several initiatives are planned to begin or continue in FY10.

A working group on undergraduate academic advising was formed in FY09 with a charge to define the desired impact of a system of student advising/mentoring, evaluate the current system with respect to these criteria, and recommend improvements and/or changes.
Their draft recommendations included the following:

- Initiate integrated team approach
- Develop first-year advising program to replace SAGES advising model
- Include advising in faculty performance portfolios
- Provide funds to promote quality and innovation in advising

The next steps involve discussions with the deans and the Faculty Senate Committee on Undergraduate Education.

Each college and school will be asked to designate an individual responsible for faculty mentoring and development and to articulate how they will implement this activity. These faculty leaders will then represent their college/school on a central task force which will establish University-wide objectives and recommendations.

The Flora Stone Mather Center for Women, in collaboration with the Provost’s Office, will design a new program to prepare women faculty for administrative leadership. This will be a two-year program of experiential workshops and activities to help participants get ready for roles such as department chair or center director.

Many of the programs initiated under the NSF Advance Institutional Transformation Grant are being continued by the Office of the Provost under the ACES+ (Academic Careers in Engineering and Science) initiative.

The Graduate Student Senate took the lead in creating *A Mentoring Guidebook for Faculty* which has been endorsed by the President, Deans and Faculty Senate. As a next step, the Deputy Provost and the Dean of Graduate Studies, working with the University Center for Innovation in Teaching and Education, will be convening a mentoring committee to coordinate efforts to build a culture of mentoring on the campus. In addition, the Graduate Student Senate is currently working on a guidebook directed at graduate student mentees. The Dean of Graduate Studies will partner with the Inamori Center for Ethics and the Office of Research and Technology Management to launch a training program in responsible research conduct to help students develop a sense of professional conduct and explore potential problems that might arise in their research and professional activities.

**Child Care**

“The 2008 vote ranking child care as the Faculty Senate’s top budget priority surprised few who have engaged on the issue at Case Western Reserve in recent years.” (President’s Committee on Child Care Options – Report and Recommendations)

The committee presented its findings and recommendations at the April 2009 Faculty Senate Meeting. They provided short-term, medium-term and long-term options which they believe should apply to the entire community. The President and Provost are considering which recommendations will be implemented for this year.

**Diversity**

“Having a community that fully reflects society furthers our missions of education, inquiry, and discovery.” (President Barbara R. Snyder, April 23, 2008)
Diversity is one of the university’s core values. In FY08 President Snyder created a cabinet-level position of Vice President for Inclusion, Diversity, and Equal Opportunity. This position reports directly to the President, and will help the University fulfill its commitment to building a vibrant and diverse campus. After a rigorous national search, Marilyn Mobley, an alumna, was selected in FY09 to lead this initiative. Her objectives for FY10 include developing and disseminating a diversity statement aligned with the strategic plan; establishing a Diversity Leadership Council to assist with building a university-wide diversity strategy that brings greater clarity and coordination to the existing multiple efforts to create diversity plans for each school, to promote the impact of programs, to enhance the ability to recruit, retain and promote diverse faculty and staff, and to enact institutional transformation; develop systematic and ongoing diversity education opportunities for students, faculty and staff that enhance campus and workplace climate; work in concert with deans, department chairs and faculty to develop more ways to integrate diversity into the SAGES curriculum.

**Increase the Scale and Impact of Interdisciplinary Programs**

“We will establish powerful alliances and enrich our core strengths.” The University Plan identified several cross-cutting areas of existing or potential strength in research and scholarship that address topics of broad importance to society and present opportunities for distinction. At the top of that list are four Alliances:

- Energy and Environment
- Human Health
- Culture, Creativity and Design
- Social Justice and Ethics

The Plan also acknowledged other areas of opportunity – **Informatics, Origins, Infectious Disease, Child Development and Advanced Materials.**

**Sustainability** will contribute to all initiatives and **entrepreneurship** will be encouraged across the university.

The specific Alliance area began to take shape in FY09. Eleven Alliance working groups were created with the charge of moving the University from its current level of activity to one that more fully engages faculty, students and staff at the local, national and international levels. Each group was provided start-up funds to support its efforts in articulating a focus. The Alliance working groups are the vehicles that will cross school/College and department boundaries to define scope, leadership, structure, metrics, and resource requirements for advancing the collaborations. We are looking to them to develop new initiatives to differentiate the university, increase visibility and break down “silos”. In a very short time it has become obvious that exciting and unique opportunities for distinction exist at the interfaces of these Alliances.
In the long term, it is anticipated that the efforts of the Alliance working groups will lead to new and increased cooperation across fields – including new institutes, centers, programs, degrees and courses – that reflect important 21st century priorities, and that many of these collaborations will outlive the life cycle of the working groups themselves.

During FY10 the Alliances will continue to build on some significant accomplishments made by the schools and to refine their plans as they prepare proposals for a significant competitive funding opportunity that will be sponsored by the Provost in October 2009. These investments will help create momentum by supporting start-up costs for faculty cluster hires, or new interdisciplinary graduate program development, and where appropriate help position some groups to leverage these funds in seeking external support to sustain and grow their activities.

**Advance International Programs**

Our faculty, students, and staff engage in an impressive amount of international research partnerships and educational endeavors, and have a presence in such places as Uganda, Kenya, Spain, Papua New Guinea, Thailand, China and India. To continue to compete effectively in the 21st century, we need to harness and coordinate the direction of these efforts for the benefit of the entire university.

The first step was to appoint a leader responsible for establishing a new central Office of International Affairs to help create a university-level vision for international activities across the campus. David Flesher was appointed Associate Provost for International Affairs in May 2009. He will work in partnership with faculty, staff and students to enhance the university’s international focus and outreach, and to establish a bold new direction for current curricular and research endeavors while looking for new initiatives that build on the University’s strengths. During FY10 the university will define a central scope for internationalization that is strategic, pervasive, and highly visible. To help develop educational and scholarly targets for the next five years, an advisory group will be formed that includes both internal and external members. Finally, an administrative infrastructure will be created to support internationalization activities in education and research, monitor international programming trends, and develop outreach through communications and events.

It will be extremely important for the new office to build partnerships and joint collaborations with major institutions in the region to help expand the international impact and effectiveness of all parties. This will include working with internal and external constituencies to identify and secure funding from such sources as the state, federal government, foundations, donors and corporate partners.

There will also be investments in other international initiatives next year such as the following:

- Enhance core strength of experiential learning by expanding international experiences for undergraduates in one or more types of activity.
- Planning for the first biannual international ethics symposium in FY11, “Peace and War”.
- Developing an international undergraduate recruitment program which will enhance diversity efforts.
Meanwhile, individual schools are increasing their own global engagement.

Create New Models for Doing Business and Improve Organizational Support Systems

In order to promote an environment that encourages and facilitates interdisciplinary activity, the University must look for the best ways to conduct business and to eliminate roadblocks to collaboration and success. Several barriers have been identified that impede progress. The University’s decentralized management structure and related income and expense allocation methodology are usually at the top of any list. During FY10 a working group will be charged with reviewing budget and allocation practices with the intent of establishing a system that is aligned with interdisciplinary strategic priorities and promotes accountability and transparency. The group will consider models such as “Responsibility Center Management” as it benchmarks our system against best practices at other institutions.

In FY09 the University approved a new Conflict of Interest (COI) Policy which aligns the University’s approach with national models. During FY10 new management and oversight practices will be implemented by educating faculty and staff on guidelines and protections, and creating a new COI management position to promote responsiveness and clarity.

Last spring the faculty voted to amend the university’s constitution to establish the Faculty Senate Committee on Undergraduate Education which replaces the complex structure of University Undergraduate Faculty governance structure.

Other opportunities for improvement to facilitate the achievement of goals will also be explored or implemented in FY10.

- Clarify and sharpen the criteria used in the faculty promotion and tenure process, including mentoring and interdisciplinary scholarship.
- Streamline policies and procedures for making and tracking joint faculty appointments, since this type of appointment has significance for the success of college/schools and Alliance areas.
- Create more flexibility for faculty to structure teaching, research and service activities to incorporate interdisciplinary initiatives.
- The Faculty Senate will propose a mechanism based on national best practices for developing and approving interdisciplinary graduate and professional programs.
- The Graduate Student Senate will be working more closely with the various councils and committees in the professional schools with a goal of increasing interactions among graduate and professional students and taking advantage of the proximity of the college/schools for interdisciplinary opportunities.
- The Office of Graduate Studies will be developing models for administering graduate tuition in a consistent and transparent fashion across the campus.
- The College and schools will complete a University-wide review of doctoral programs. A key element of advancing academic excellence is securing common understanding of where the programs stand today, with particular emphasis on their standing compared to peer institutions.
- The Provost’s Research Council will be combined with the Faculty Senate Research Committee to address priorities in a more effective manner.
As we focus on people, we must be cognizant of their need for adequate support systems and tools to enable them to succeed. In addition to continuing investment in Media Vision courseware, technology-enhanced classrooms, and research computing, there are other initiatives that will be piloted or launched in FY10.

- E-Portfolio applications, which will allow faculty and students to manage electronic evidence of their learning experiences, abilities and achievements, and to serve as a platform for self-expression, also provide us with an opportunity to collect data for outcomes analyses. Several units will be partnering with Information Technology Systems to beta-test this tool before it is considered for more widespread use.
- In recognition of the need for better support for faculty and staff in the challenging environment of seeking grant and contract support, the Office of Research and Technology Management (ORTM) will begin reviewing options for developing an electronic research administration system. The goal is to increase the transparency and convenience of research administration and commercialization activities through implementation of electronic administration and docket management databases. These integrated systems will improve access to data and facilitate submission of grant proposals.

Measuring Success

Many of the most important elements of our growth as a university cannot be quantified. That said, we believe that pursuing the priorities of our strategic plan will lead to concrete improvements as well. Below are some of the metrics by which we will evaluate our progress.

**Metrics for Enhancing Faculty, Staff and Student Life:**
1. More competitive faculty and staff salaries
2. Annual attainment for undergraduate scholarships and graduate fellowships
3. Diversity of tenured/tenure track faculty
4. University level faculty rewards

**Metrics for Increasing the Scale and Impact of Interdisciplinary Programs:**
1. Number and strength of new initiatives, centers and institutes
2. External funding in Alliance areas
3. Number and strength of new or revamped interdisciplinary graduate and undergraduate programs
4. Number of faculty hires in Alliance areas

**Metrics for Advancing International Programs:**
1. Percent of undergraduates who participate in some form of international experience
2. Number of new international partnerships
3. External funds raised for international programs
4. International enrollment

**Metrics for Creating New Models for Doing Business and Improving Organizational Support Systems:**
1. Number of joint faculty appointments
2. Increase in industrial research support
3. Number of new interdisciplinary graduate and undergraduate programs
4. Number of faculty and students using e-Portfolio
5. Number of faculty using high-performance computing
6. Number of technology-enhanced classrooms