



West Virginia University

Office of the Provost

June 25, 2007

To: Deans

Fr. Gerald E. Lang
Larry Hornak

Re: Goals Four and Five of the 2010 Plan

First we want to thank you, on behalf of the Implementation Team, for your responses to Goal Three. Your previous reports have contributed greatly to strategic planning activities, and your responses to Goal Three also generated productive discussions. You will receive a separate overview of Goal Three responses shortly.

In its discussions, the Implementation Team describes Goals One, Two, and Three as the foundation that will allow the university to address Goals Four and Five successfully. There will be many perspectives on what it means to “enable the exchange of ideas” (Goal 4), many methods to “improve West Virginia’s health, economy, and quality of life” (Goal 5), and many different approaches developed by each discipline as well as by the colleges and schools. Units can work towards these goals most effectively by building on their distinctive strengths and opportunities.

Because indicators for these last two goals are likely to be more diverse than the indicators for previous goals, the strategic planning process for Goals Four and Five includes a series of inventory questions about current activities related to Goals Four and Five. The Implementation Team includes some possible discussion points after each question to stimulate your responses, but please do not feel limited by these examples.

1. What are the strengths of your unit (academic programs, centers, human resources) in relation to the discovery and exchange of knowledge and/or improving West Virginia’s health, economy, and quality of life? Describe your three greatest strengths and explain why you consider these your strengths.

It is often easiest to identify high performing programs or individuals by the amount of funding they receive or the awards they have won, but these standards may not fully capture the strengths and diversity of your unit. For example, some disciplines generate revenue through tuition because they provide many service classes. Others receive research grants or consulting contracts. Strong programmatic centers provide faculty with opportunities for interdisciplinary collaboration, students with a vibrant experiential learning environments, and engagement with the community, state, or world (through research in the sciences, humanities, or applied sciences as well as through service to individuals).

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2. In what ways does your unit serve the state, and how are students in your unit engaged in the community and state? Describe the three programs in your unit with the greatest impact on the local, regional, national, or international communities.

Health sciences can determine the dollar value of uncompensated care, but students and units serve the state in many other, often less-quantifiable, ways. We encourage you to think creatively about how your students give back to the state. As examples, extension agents support a number of programs for all ages across the state. Students in education courses and student teachers spend many hours in the classroom educating K-12 students while preparing to be teachers. Psychology majors have significant practicum and/or clinical requirements. Creative arts faculty and students perform concerts and shows for the community. In addition to community engagement required by classes, law students raise money to support legal aide programs. The WVU Libraries provides resources to the university community and well as archives, such as courthouse records, needed by citizens of West Virginia and other states.

3. How do other 2010 Plan goals and objectives connect with your unit's approach to Goals Four and Five? Explore the ways that at least three objectives of Goals One, Two, or Three will contribute to or result from activities related to Goals Four of Five.

Although numbered, the goals of the 2010 Plan are not sequential or distinct from each other. The Implementation Team sees Goals One, Two, and Three as the foundation for increased collaboration and engagement, but you may view the indicators of Goals Four and Five as recruitment and retainment tools for students and faculty. Please describe the most important connections between the goals related to students, faculty, and the educational environment and the goals of promoting discovery and serving the state. For example, if your unit is seeking to increase economic development through sponsored research programs but faculty indicate that they cannot perform their research without more high-quality research assistants, recruiting high-quality graduate students may be a strategy for Goals Four and Five as well as an indicator for Goal One.

We hope that responding to these questions assists you in thinking creatively about what it means to promote the exchange of knowledge and ideas and to serve the state.

Please send your response electronically to jessica.thomas@mail.wvu.edu by September 7, 2007. Because increased collaboration between colleges and schools is necessary to develop initiatives that will support Goals Four and Five, the **Deans Retreat on Monday, September 24,** will be used to facilitate collaboration between the colleges and schools.

A second analysis of Goals Four and Five, which will build on the aligned strategic plans, will be requested after the Deans Retreat.

Again, we thank you for your serious commitment to the success of the 2010 Plan. It is only through your commitment that we can change and become more successful.

cc: Implementation Team