

# Washington State University

## Construction Management

### Strategic Plan 2015- 2020

#### Preamble:

The Construction Management program at Washington State University (WSU) is housed within the School of Design and Construction (SDC) along with the Architecture, Interior Design and Landscape Architecture programs. The Construction Management program offers a Bachelor of Science in Construction Management that is nationally accredited by American Council for Construction Education (ACCE). Additionally, the Construction Management program offers a certificate in Facilities Management in conjunction with the Engineering & Technology Management (ETM) graduate program at Washington State University. Our faculty, possess vast knowledge, loyalty towards the profession, and an undeniable passion for construction education. Research in the Construction Management field is typically applied, thereby focused upon management, leadership, soft-skills, and ways to improve existing means and methods. Although the Construction Management has an applied research element to it, the program is actively creating revenue based research through collaboration with other departments and programs within the Voiland College of Engineering and Architecture (VCEA). Faculty continually pursue grants as well as applied research. In order for our students to achieve academic success it is important to provide the best academic opportunities possible while also developing scholarly work that improves the classroom experience, the industry and the built environment.

As a program, we are committed to maintaining a Construction Management course of study that promotes high achievement and incorporates objectively-measured student mastery of defined curricular objectives. This includes remaining fully accredited by the ACCE; demonstrating scholastic achievement by Construction Management students and faculty for the purpose of expanding the existing knowledge base of the construction management profession and the profession's enhancement of our society; engaging the construction management industry in ways that mutually benefit the industry, our students, our faculty and our university; encouraging integration of construction management, design and engineering education within our college; encouraging further development and utilization of construction and construction management systems; promoting and advocating for a sustainable built environment; and addressing the Construction Management program goals in ways that simultaneously promote the accomplishment of the mission and goals of Washington State University, the Voiland College of Engineering and Architecture, and the School of Design and Construction.

This strategic plan has been developed relative to the Mission of the Construction Management Program which include the goals and objectives, the ACCE accreditation requirements, and the 2015 WSU Strategic Plan. Achieving the benchmarks set forth in this Strategic Plan will allow the Construction Management program to realize its mission.

It must be noted that a considerable amount of attention has been given to the WSU, VCEA and SDC Strategic Plans in the development of this strategic plan. The themes, goals, and sub-goals – as well as the format and the matrix – follows closely the new five-year WSU Strategic Plan, which was adopted last year. Both of our colleges (VCEA & CAHNRS) are also mapping their strategic plans to the university plan. There are numerous points of intersection between the goals of the university, the college, the school, and the program which reinforces the need for the plans “map to one another”. As the themes and goals remain mostly constant, the program specific items are found in the sub-goals along with the potential initiatives and tactics to attain the established goals.



## Construction Management Mission:

The mission of the WSU Construction Management program is to educate, prepare, and provide opportunities for our students to become valuable resources to our economy, the construction management profession, and the built environment.

## Construction Management Vision:

The Construction Management program are educators of the men and women who will facilitate, lead and implement the processes of constructing the built environment. We are committed to producing graduates that are highly skilled in the collaborative work environments crucial to the delivery of the built environment that exceeds the standards for time, money, and performance. Our efforts to promote and deliver applied coursework serves to enhance skills in management, leadership, critical thinking, engagement, social responsibility while demonstrating the value of collaboration in the construction industry.

## Construction Management Values:

- A commitment to enhancing the educational experience and providing value to our students.
- Providing rigorous curriculum that promotes high achievement.
- An integrated, cooperative, and collaborative spirit.
- Engagement, outreach, and application that prepares students for the industry.
- Leadership, accountability, integrity and trust.
- Respect for diversity, social equity, and differing perspectives.

## Theme #1: Exceptional Research, Innovation & Creativity

- Goal #1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.
- Goal #2: Further develop the Construction Management program's unique strengths and opportunities for research, innovation, and creativity based on locations and land-grant mandate to be responsive to the needs of Washington State.
- Goal #3: Advance the Construction Management program's reach both nationally and internationally in existing and emerging areas of exploration.

### Theme 1 sub-goals:

- 1a. Grow and diversify external research funding.
- 1b. Attract, retain, and develop high-quality research faculty members within the school.
- 1c. Develop future physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity.
- 1d. Construct, maintain, and enhance the Construction Management program's emerging areas of research.
- 1e. Increase engagement and productivity of undergraduate students in mentored research and innovative projects.

## Theme #2: Transformative Student Experience

- Goal #1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- Goal #2: Provide an experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse regional, national, and global society.
- Goal #3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

### Theme 2 sub-goals:

- 2a. Enhance student engagement and achievement in academics and extra-curricular activities.
- 2b. Increase the size, diversity, and academic preparedness of the undergraduate student population in the Construction Management program.
- 2c. Produce graduates that are highly sought after by post-baccalaureate employers and graduate/professional programs.
- 2d. Align student recruitment, admissions, and retention program-wide to enhance access, inclusiveness, and student success.

## Theme #3: Outreach & Engagement

- Goal #1: Increase access to and breadth of research, scholarship and academic programs throughout Washington and the world.
- Goal #2: Expand and enhance the Construction Management program's engagement with institutions, communities, governments, and the private sector.
- Goal #3: Increase Construction Management faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state and international levels.

### Theme 3 sub-goals:

- 3a. Increase the impact of the Construction Management program's research, scholarship and outreach on quality of life, social justice, and economic development.
- 3b. Increase access to the Construction Management program for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.
- 3c. Increase the Construction Management program's national and/or global presence and impact.
- 3d. Improve and/or enhance the Construction Management programs reputation with external constituencies.

## Theme #4: Program Effectiveness: Diversity, Integrity, and Openness

- Goal #1: Create and sustain a community that is diverse, inclusive and equitable.
- Goal #2: Cultivate a program-wide culture of organizational integrity, effectiveness, and openness that facilitates the pursuit academic aspirations of the Construction Management program.
- Goal #3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure the economic viability of the Construction Management program.

### Theme 4 sub-goals:

- 4a. Recruit, retain, and advance a diverse mix of faculty, staff, and students.
- 4b. Maintain respectful, inclusive, and equitable behavior.
- 4c. Increase employee productivity and satisfaction.
- 4d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the mission of the Construction Management program.
- 4e. Utilize strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with the Construction Management program's priorities.
- 4f. Expand, diversify, and effectively steward funding to advance the mission and vision of the Construction Management program.

## Appendix

### 2015-20 Strategic Plan Performance Indicators

#### Introduction

The Construction Management program’s Strategic Plan includes an implementation plan. It is the intent that the quantitative metrics (benchmarks), as outlined in column three of the matrix (below) will be calculated annually. Other evidence (column four) will be used to assess progress as well, and—though challenging to quantify—will be calculated as best as possible.

#### Theme #1: Exceptional Research, Innovation & Creativity

Goal #1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

Goal #2: Further develop the Construction Management program’s unique strengths and opportunities for research, innovation, and creativity based on locations and land-grant mandate to be responsive to the needs of Washington State.

Goal #3: Advance the Construction Management program’s reach both nationally and internationally in existing and emerging areas of achievement.

Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 1a.</b> Grow and diversify extramural research funding.</p>	<ul style="list-style-type: none"> <li>Reward and create incentives for interdisciplinary funding efforts.</li> <li>Recruit for and reward evidence of external funding and recognition for integrated and/or collaborative scholarship.</li> <li>Apply for and secure research grants in construction management and other integrated endeavors.</li> <li>Provide and foster opportunities for research through various avenues including the VCEA, CAHNRS, CMEC, and the ISD.</li> <li>Support and reward individual and collaborative funded research.</li> </ul>	<ol style="list-style-type: none"> <li>Number of interdisciplinary and/or multi-institution grant awards and/or applications (tracked by eREX and org/budget numbers, OGRD).</li> <li>Number of grant applications to outside agencies (tracked through documentation).</li> <li>Number of faculty participating in grant workshops, seminars (OGRD sponsored, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>Development of Construction Management applicable grants list.</li> <li>Development of industry sponsored applied research grants.</li> <li>Assign respective staff duties and/or obtain OPDRS equivalent staff/personnel [SDC position].</li> <li>Faculty-directed publications, projects, designs, or courses emerging from or associated with grants and/or fellowships.</li> </ul>

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Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 1b.</b> Attract, retain, and develop high-quality research faculty members within the Construction Management program.</p>	<ul style="list-style-type: none"> <li>• Prioritize professional leave for research-intensive faculty whose work advances the school’s signature areas and/or integrated mission.</li> <li>• Recruit and foster faculty with individual and collaborative research agendas with industry professionals.</li> <li>• Reward faculty who deliver world-class undergraduate or graduate instruction while actively building, maintaining, and growing vital research programs or providing value to industry through consulting.</li> <li>• More frequent nominations of faculty for awards and recognition within colleges, within university, and for regional and national awards.</li> <li>• Regular mentoring of new tenure-track faculty and providing opportunities for them to be successful.</li> <li>• Recruit and foster faculty endeavors that yield international recognition and impact.</li> <li>• Expand international exposure of CM faculty through conferences, organizations, and institutes.</li> </ul>	<ol style="list-style-type: none"> <li>4. Number of single or joint-authored, peer-reviewed books.</li> <li>5. Number of single or joint-authored peer-reviewed articles, juried shows, or exhibits.</li> <li>6. Number of citations per faculty member (H Index).</li> <li>7. Number of invited and/or delivered presentations or talks at regional, national, or international conferences of disciplinary rigor.</li> <li>8. Number of faculty participating on editorial boards.</li> <li>9. Number of reviews in peer-reviewed scholarly publications by Construction Management faculty.</li> <li>10. Number of new hires with Ph.D. degrees and/or active research agenda.</li> <li>11. Number of prestigious faculty awards.</li> <li>12. Number of new faculty seed grants received.</li> </ol>	<ul style="list-style-type: none"> <li>• New faculty “research” feature on the SDC website and/or other promotional materials, thereby highlighting growing research emphasis of the Construction Management program and the school.</li> <li>• Public reach and/or dissemination of faculty research and scholarship via main-stream press.</li> <li>• Integrated/cross-disciplinary research projects undertaken amongst school faculty.</li> <li>• Recognition of high-performing faculty in annual reviews and merit increases.</li> </ul>
<p><b>Sub-goal 1c.</b> Develop future physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity.</p>	<ul style="list-style-type: none"> <li>• Leverage relationships with CAHNS and VCEA to ensure viable computing capability, laboratory spaces, and personnel for all faculty and staff.</li> <li>• Identify initiatives for future growth.</li> <li>• Encourage faculty to apply for college-wide equipment grants.</li> <li>• Encourage faculty to collaborate across disciplines, programs, departments, and colleges to enhance access to singularly-held resources.</li> </ul>	<ol style="list-style-type: none"> <li>13. Number of new or re-configured physical spaces in Carpenter Hall or Daggy Hall for signature areas of research and scholarship.</li> <li>14. Number of new classroom(s) or spaces outfitted with up-to-date technology crucial for virtual collaboration.</li> </ol>	<ul style="list-style-type: none"> <li>• Implementation of cloud/virtualization project [SDC].</li> <li>• Number of new faculty projects or collaborative endeavors with extension units.</li> <li>• Number of new faculty projects or collaborative endeavors with non-Construction Management and/or non-SDC units.</li> </ul>

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Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 1d.</b> Construct, maintain, and enhance emerging areas of research in the Construction Management program.</p>	<ul style="list-style-type: none"> <li>• Direct new faculty searches towards strategic research areas.</li> <li>• Orient graduate and upper-level undergraduate courses and programs towards signature research areas (e.g. high-performance buildings, topics-based studios, or xeriscaping).</li> <li>• Recruit, develop, and support teaching, learning, and research initiatives with attention given to the areas of building information modeling, building science, construction efficiency, and sustainability.</li> <li>• Further the Construction Management program participation in graduate education via the Facilities Management certificate program in conjunction with Engineering &amp; Technology Management.</li> </ul>	<ol style="list-style-type: none"> <li>15. Number of new hires in signature research areas.</li> <li>16. Number of new or revised courses oriented around signature research themes.</li> </ol>	<ul style="list-style-type: none"> <li>• Promotion of signature research areas and faculty and student scholarship in marketing material (e.g. website, social media, or brochures).</li> <li>• SDC-wide funding efforts (or stimulus funds) in support of signature themes.</li> <li>• Number of faculty posters or presentations at WSU Showcase.</li> </ul>
<p><b>Sub-goal 1e.</b> Increase engagement and productivity of undergraduate students in mentored research, innovative projects, and creative endeavors.</p>	<ul style="list-style-type: none"> <li>• Encourage and promote entry of student research and creative projects to university-wide exhibitions and competitions</li> <li>• Involve student organizations in Construction Management and SDC research and creative activities.</li> <li>• Promote and reward collaborative and integrated pedagogy that produce relevant research or industry specific leaning opportunities.</li> <li>• Develop and promote coursework linking research, critical thinking, professional practice, and communication skills.</li> </ul>	<ol style="list-style-type: none"> <li>17. Number of students winning awards or recognition at graduate or undergraduate competitions or symposia (WSU reports, conference proceedings, etc.).</li> <li>18. Number of faculty research projects with co-authorship or involvement of graduate or undergraduate students.</li> <li>19. Number of SDC Honors students earning "Pass with Distinction" for Honors thesis.</li> </ol>	<ul style="list-style-type: none"> <li>• Number of student research presentations at professional meetings (e.g. student organization conferences); or SURCA.</li> <li>• Number of SDC students completing Honors thesis.</li> <li>• Promotion of student research and creative projects in internal and external communications (website, social media, marketing material, or message board).</li> </ul>

## Theme #2: Transformative Student Experience

Goal #1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

Goal #2: Provide an experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse regional, national, and global society.

Goal #3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Theme 2 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 2a.</b> Enhance student engagement and achievement in academics and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the value of engagement outside the classroom through coursework that brings students into contact with industry professionals.</li> <li>• Encourage out-of-classroom experience(s) as part of program curricula.</li> <li>• Dedicate resources for competitions and lectures that promote the skills needed in the construction industry.</li> <li>• Develop curriculum centered on engagement, accountability, and awareness as an immersion course for 2nd year Construction Management students.</li> <li>• Maintain reasonable class sizes and/or work towards student-faculty ratios that facilitate the learning environment.</li> <li>• Encourage and reward student participation in student competitions such as ASC, MCA &amp; DBIA.</li> <li>• Encourage and reward student participation in professional organization events and/or activities outside the classroom.</li> <li>• Encourage and reward students for active and regular engagement in student clubs, all-school events, ambassadors and symposia.</li> </ul>	<ol style="list-style-type: none"> <li>20. Number of courses co-sponsored by industry.</li> <li>21. Percentage of students participating on field trips and/or integrated study tours.</li> <li>22. Percentage of students participating in clubs (internal data).</li> <li>23. Total number of bachelor's degrees awarded.</li> <li>24. Total number of students graduating with honors (e.g., Sigma Lambda Chi, GPA, etc.).</li> <li>25. Total number of students earning engagement or extra-curricular based scholarships.</li> <li>26. Total number of students participating in student competitions.</li> <li>27. Number of hours logged via WSU Center for Civic Engagement.</li> </ol>	<ul style="list-style-type: none"> <li>• Construction Management students enrolled in Honors College.</li> <li>• Coursework and/or events that integrates or encourages student participation in university, college, or school-wide events (e.g., WSU common reading events, SDC annual BBQ, lectures, or gallery shows).</li> <li>• Courses that feature industry professional involvement (e.g., guest judges and/or presentations).</li> <li>• Percent of graduating seniors satisfied with academic experience (student surveys).</li> <li>• Course-based civic engagement activities.</li> <li>• Undergraduate assessment that demonstrates enhanced student engagement and achievement (e.g., Center for Teaching &amp; Learning).</li> <li>• Undergraduate student evaluations of teaching assistant performance (eXplorance Blue).</li> <li>• Number of school events advertised on website and social media.</li> </ul>

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Theme 2 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 2b.</b> Increase the size, diversity, and academic preparedness of the undergraduate student population in the Construction Management program.</p>	<ul style="list-style-type: none"> <li>• Assign undergraduates to faculty mentors upon certification into major.</li> <li>• More aggressive recruiting and promotion of programs at high schools, Alive!, Week of Welcome, destination days, and career fairs.</li> <li>• Recruit and support faculty and students from diverse backgrounds representative of the respective disciplines.</li> <li>• Develop and support emerging courses with integrated and/or collaborative initiatives amongst the SDC and VCEA.</li> <li>• Explore and implement online delivery of lower-level Construction Management coursework for recruitment and retention that will primarily target transfer, or change-of-major students.</li> </ul>	<p>28. Total enrollment data in the Construction Management major.</p> <p>29. Percentage of Construction Management students from underrepresented groups.</p> <p>30. Percentage of enrolled undergraduate students from outside of Washington State.</p>	<ul style="list-style-type: none"> <li>• Preparedness of Construction Management students as demonstrated by alumni and professional testimonials (company employment data, website, etc.).</li> <li>• Promotion of enrollment growth (as applicable) on website.</li> <li>• Diverse aspects of the Construction Management major/program highlighted in promotional materials.</li> </ul>
<p><b>Sub-goal 2c.</b> Produce graduates who are highly sought after by post-baccalaureate employers and graduate or professional programs.</p>	<ul style="list-style-type: none"> <li>• Reward excellence in teaching.</li> <li>• Strategic hires of excellent teaching faculty, regardless of rank, to align undergraduate education with industry-desired skills.</li> <li>• Dedicate resources to industry-sponsored workshops, short courses, and events that enhance student preparedness.</li> <li>• Regularly upgrade software, hardware, audio/visual technology, and multi-media offerings and incorporate these into teaching and learning activities.</li> <li>• Monitor and reinforce industry recruiting efforts for full-time employment and internships.</li> <li>• Develop and implement a graduate program in Construction Management by leveraging experiences learned via teaching certificate courses via ETM.</li> <li>• Maintain and improve communication with advisory board(s) to ensure that students are exposed to industry-relevant skills.</li> </ul>	<p>31. Percentage of recent alumni in construction-related employment.</p> <p>32. Percentage of undergraduates enrolled in construction-related graduate programs (either at WSU or elsewhere).</p> <p>33. Total number and/or percentage of Construction Management students obtaining internships.</p>	<ul style="list-style-type: none"> <li>• Number of companies and/or firms choosing to interview Construction Management students for employment.</li> <li>• Number of companies and/or firms choosing to recruit Construction Management students at WSU career fairs.</li> <li>• Involvement of advisory board members or industry partners in student focused workshops, lectures, symposia, etc.</li> <li>• Involvement of advisory board members or industry partners in faculty re-training via faculty internships, etc.</li> <li>• Number of executives, partners, and/or principals in top firms or companies (e.g., ENR ratings).</li> </ul>

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Theme 2 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 2d.</b> Align student recruitment, admissions, and retention program-wide to enhance access, inclusiveness, and student success.</p>	<ul style="list-style-type: none"> <li>• Develop and implement an undergraduate recruiting plan focused on high school and transfer students.</li> <li>• Promote the excitement and opportunities in the Construction Management major by first-year faculty and instructors.</li> <li>• Develop student tutoring or peer mentoring program.</li> <li>• Upgrade and modernize the existing Construction Management classrooms to better facilitate the use of technology and distance/online delivery options.</li> <li>• Develop a curriculum plan that enables transfer students the ability to graduate within a reduced timeframe [e.g., two years in lieu of three].</li> <li>• Develop and implement a graduate recruiting plan focused on working professionals interested in facilities management.</li> </ul>	<ol style="list-style-type: none"> <li>34. Freshmen retention rate.</li> <li>35. Number of non-SDC students who choose the Construction Management major following first-year immersion (Zzusion).</li> <li>36. Percentage of students who maintain enrollment through graduation (overall retention rate).</li> </ol>	<ul style="list-style-type: none"> <li>• Contact hours and availability of academic advisors and faculty (student surveys).</li> <li>• Updated promotional material for recruiting.</li> <li>• Construction Management student ambassador(s) participation in recruiting events.</li> <li>• Dual majors and accelerated time-to-degree program(s) highlighted in recruitment and marketing material through information and testimonials.</li> </ul>

## Theme #3: Outreach and Engagement

Goal #1: Increase access to and breadth of research, scholarship and academic programs throughout Washington and the world.

Goal #2: Expand and enhance the Construction Management program's engagement with institutions, communities, governments, and the private sector.

Goal #3: Increase Construction Management faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state and international levels.

Theme 3 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 3a.</b> Increase the impact of the Construction Management program's research, scholarship, creativity, and outreach on quality of life, social justice, and economic development within the state and region.</p>	<ul style="list-style-type: none"> <li>Promote civic engagement projects and coursework offered by Construction Management faculty or collaborative opportunities within the SDC (e.g. Habitat for Humanity, Eggert Organic Farm, and Rural Communities Design Initiative).</li> <li>Seek and maintain partnerships with university entities and/or industry to facilitate student engagement.</li> <li>Promote and foster Construction Management research and development particularly aligned with construction management best practices.</li> <li>Link collaborative research, teaching, and learning to public discourse and public decision making processes.</li> <li>Seek increased funding or industry-sponsorship of research or coursework involving students in hands-on, community-based projects.</li> <li>Promote and foster faculty involvement with industry associations responsible for industry relevant best practices.</li> <li>Engage students in critical thinking and idea generation relative to improvements to the construction industry.</li> <li>Engage students (or student clubs) with community groups, industry professionals, and the public to enhance impact of outreach-related work.</li> </ul>	<p>37. Number of non-credit courses offered as continuing education, online expansion of regular courses, or a for-profit MOOC.</p> <p>38. Number of industry-sponsored courses, symposia, or projects.</p> <p>39. Number of courses partnering with WSU Center for Civic Engagement.</p> <p>40. Number of student presentations in front of alumni, industry professionals, or the public (e.g., CM capstone, study tours, etc.).</p>	<ul style="list-style-type: none"> <li>Testimonials from agencies and community members on strength of the Construction Management program, faculty, and courses (local media attention; websites).</li> <li>Construction Management related research, scholarship, and teaching appearing in university or college-related material (e.g. <i>Washington State Magazine, Innovations, and WSU News</i>).</li> </ul>

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Theme 3 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 3b.</b> Increase access to the Construction Management program for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.</p>	<ul style="list-style-type: none"> <li>• Pursue articulation agreements with Washington state community colleges to reduce duplication of coursework and facilitate time-to-degree.</li> <li>• More aggressive recruiting and promotion of programs at high schools, community colleges, campus welcome events, destination days, and career fairs.</li> <li>• Seek industry-sponsored scholarships for non-traditional, first-generation, and underrepresented students.</li> <li>• Encourage development of on-line courses through Global Campus for place-bound students.</li> </ul>	<ol style="list-style-type: none"> <li>41. Number of new scholarships or programs aimed at non-traditional, first-generation, or other undeserved or underrepresented students.</li> <li>42. Enrollment from existing or new online courses (e.g., program in Engineering and Technology Management).</li> <li>43. Number of new or revised articulation agreements with community colleges.</li> </ol>	<ul style="list-style-type: none"> <li>• Proposal(s) for new online courses or older courses offering online component to place-bound students.</li> <li>• Evidence of recruitment efforts aimed specifically at non-traditional, first-generation, or other underserved or underrepresented students (e.g., follow-up from Cougars of Color event; SDC Ambassador or faculty-staff presence at statewide recruitment fairs).</li> </ul>
<p><b>Sub-goal 3c.</b> Increase the Construction Management program's state-wide, national, and/or global presence and impact.</p>	<ul style="list-style-type: none"> <li>• Explore and develop an international study tour and/or study abroad offering for the Construction Management program.</li> <li>• Promote faculty and courses involving international partners, universities, or topics.</li> <li>• Develop continuing education short courses and programs for professionals that can be delivered in-person or online (e.g., conceptual estimating, BIM, project management, etc.).</li> <li>• Explore and develop new Construction Management sponsored online courses at the undergraduate and graduate level.</li> </ul>	<ol style="list-style-type: none"> <li>44. Number of faculty participating in international activities (e.g., study tours, conferences and study abroad).</li> <li>45. Number of students participating in international study tours and/or study abroad.</li> <li>46. Revenue from graduate courses or for-profit online courses delivered online to WSU and non-WSU students.</li> </ol>	<ul style="list-style-type: none"> <li>• Student evaluation or assessment of international study tours and/or study abroad opportunities.</li> <li>• Allocate resources for logistical and relationship development travel for potential study tours and/or study abroad opportunities.</li> </ul>
<p><b>Sub-goal 3d.</b> Improve and/or enhance the Construction Management program's reputation with external constituencies.</p>	<ul style="list-style-type: none"> <li>• Recruit and support student participation in community service and learning organizations.</li> <li>• Better promotion of program news, events, and activities to prominent media outlets.</li> <li>• Identify and implement a marketing plan to promote program degrees, opportunities, activities, successes, and fundraising (e.g., newsletter, website, social media, etc.).</li> <li>• Participation in the SDC lecture series to promote Construction Management to internal and external audiences.</li> </ul>	<ol style="list-style-type: none"> <li>47. Analytics from media, social media, and website (e.g., number of articles, page views, "likes," etc.).</li> <li>48. Regional and national rankings for undergraduate and graduate programs.</li> <li>49. Ranking of degree related career path....past data.</li> </ol>	<ul style="list-style-type: none"> <li>• Construction Management presence at local, regional and national conferences, career fairs and competitions.</li> </ul>

## Theme 4: Program Effectiveness: Diversity, Integrity, and Openness

Goal #1: Create and sustain a community that is diverse, inclusive and equitable.

Goal #2: Cultivate a program-wide culture of organizational integrity, effectiveness, and openness that facilitates the pursuit academic aspirations of the Construction Management program.

Goal #3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure the economic viability of the Construction Management program.

Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 4a.</b> Recruit, retain, and advance a diverse mix of faculty, staff, and students.</p>	<ul style="list-style-type: none"> <li>Continued compliance with all EEO/AA standards for all new hires.</li> <li>Improve mentoring for faculty and staff.</li> <li>Recruit and support faculty and students from diverse backgrounds representative of the entire construction industry.</li> <li>Raise awareness of and advance diversity in the profession and industry.</li> <li>Continue successful programs from WSU "Advance" Institutional Transformation program aimed at the hiring and retention of diverse faculty in science and engineering.</li> <li>Implementation or development of student organizations and social media that specifically target underrepresented groups.</li> </ul>	<p>50. Percent of faculty and staff from underrepresented groups.</p> <p>51. Percent of students from underrepresented groups.</p>	<ul style="list-style-type: none"> <li>Coursework that consciously includes information of relevance to underrepresented groups.</li> <li>McNair scholar participation rates.</li> </ul>
<p><b>Sub-goal 4b.</b> Maintain respectful, inclusive, and equitable behavior.</p>	<ul style="list-style-type: none"> <li>Create a consistent set of internal documents and policies that inform behavior and attitude expected in the Construction Management program and the SDC.</li> <li>Work towards integration in classroom, laboratories, and seminar spaces to break down hierarchies, create "collision points" for innovative ideas, and encourage dialogue with controversial issues.</li> <li>Facilitate and advance awareness relative to best practices and ethical conduct in the construction industry.</li> </ul> <p>Ensure that faculty are equitably distributed in committee work.</p>	<p>52. Key indicators from biennial institution-wide Employee Engagement Survey.</p> <p>53. Number of students participating in interdisciplinary courses (e.g., SDC courses, Materials, Structures, Building Science, etc.).</p>	<ul style="list-style-type: none"> <li>Contributions by faculty to an equitable workplace (e.g., WORQS)</li> </ul>

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Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 4c.</b> Increase employee productivity and satisfaction.</p>	<ul style="list-style-type: none"> <li>Reward and recognize extra contributions in teaching and service.</li> <li>Reduce administrative burdens on task-heavy faculty and staff.</li> <li>Use data or information gathered from employee engagement survey to improve work climate.</li> <li>Communicate openly and with timeliness on issues of relevance to faculty, staff, and students.</li> <li>Funnel resources towards staff or faculty-led initiatives that advance school's mission (e.g. civic engagement, community-based projects, study tours, industry presentations, site visits).</li> <li>Involve all faculty and staff, within reason, in matters of program-wide consequence.</li> </ul>	<p>54. Average employee satisfaction rating from Employee Engagement Survey.</p>	<ul style="list-style-type: none"> <li>Number of faculty/staff participating in teaching workshops and leadership training (e.g. Tidal Leadership Program; Provost's Leadership Academy).</li> <li>Regular promotion of and presence at all-school and program events, recruiting workshops, final reviews, lectures, competitions.</li> </ul>
<p><b>Sub-goal 4d.</b> Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the mission of the Construction Management program.</p>	<ul style="list-style-type: none"> <li>Foster greater awareness and understanding of program and/or school budgets, fiscal constraints, and resource allocation.</li> <li>Develop and implement policies associated with transparency and expenditure of faculty development, student development, and infrastructure and technology development funds.</li> <li>Encourage participation in integrated SDC-level committees (mentoring committees, tenure and promotion, service).</li> <li>Foster integrity, transparency, and the appreciation of diversity, and regularly assess these throughout the program and curriculum.</li> <li>Facilitate open communication between leadership (SDC &amp; program level), faculty, and students (e.g. announcements, agendas, minutes, committee updates).</li> </ul>	<p>55. Number of faculty meetings per semester/year.</p> <p>56. Number of Leadership Team meetings per semester/year.</p> <p>57. Number of notifications from administration, program coordinators, and academic coordinators.</p>	<ul style="list-style-type: none"> <li>Evidence of integrated leadership and/or committees.</li> <li>Equitability of budget allocations.</li> <li>Creation and distribution of program related document sets allowing for faculty and staff feedback (e.g., strategic plans, policies and procedures, bylaws, tenure and promotion, program coordinator responsibilities, etc.).</li> </ul>

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Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p><b>Sub-goal 4e.</b> Utilize strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with Construction Management program’s priorities.</p>	<ul style="list-style-type: none"> <li>• Review assessment of undergraduate (e.g. Office of Assessment of Teaching and Learning, senior exit surveys, and course evaluations).</li> <li>• Pursue internal assessment tools that extend beyond university assessment and course evaluations.</li> <li>• Coordinate points of intersection between the Strategic Plan and industry needs or priorities.</li> <li>• Solicit and implement action from advisory board(s) annually.</li> </ul>	<p>58. Demonstrated progress on recommendations from assessment.</p> <p>59. Demonstrated progress on recommendations from Advisory Board.</p>	<ul style="list-style-type: none"> <li>• Annual reporting on implementation of program strategic plan.</li> <li>• Advisory board reports and minutes.</li> <li>• Data from internal program and SDC surveys (e.g., Survey Monkey, Qualtrics, etc.).</li> </ul>
<p><b>Sub-goal 4f.</b> Expand, diversify, and effectively steward funding to advance the mission and vision of the Construction Management program.</p>	<ul style="list-style-type: none"> <li>• Allocate expenditures in ways that benefit integrated initiatives, strengthen the Construction Management program, and enhance the student experience (e.g., virtual/cloud computing; IT/videoconferencing; student spaces; building improvements).</li> <li>• Develop marketing material associated with the primary Construction Management 17a funds into a “brochure” that can be distributed/provided to prospective donors (companies, organizations, and individuals).</li> <li>• Encourage and strengthen programs when necessary (e.g., accreditation visits, course delivery).</li> <li>• Work with development officers in VCEA to define and enhance the success of program-specific fundraising.</li> </ul>	<p>60. Amount of financial giving/support to each Construction Management 17a fund.</p> <p>61. Allocation of monies to initiatives fostering integration, advancing current industry trends, and general program enhancements.</p>	<ul style="list-style-type: none"> <li>• Number of renovated/upgraded spaces, initiatives, and/or technologies dedicated to the mission and vision of the Construction Management program.</li> </ul>