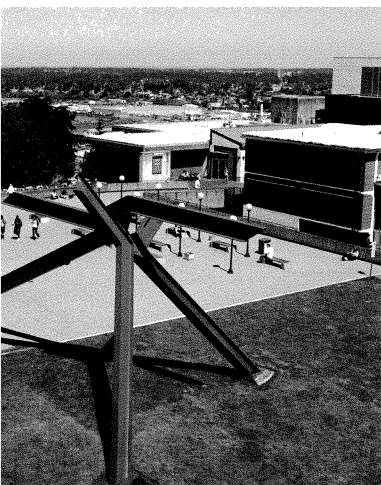


WESTERN WASHINGTON UNIVERSITY

# OPERATING BUDGET REQUEST 2007-2009



Karen W. Morse  
President

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September 1, 2006

The Honorable Christine Gregoire  
Governor of the State of Washington  
PO Box 40002  
Olympia, WA. 98504-0002

Dear Governor Gregoire:

I am pleased to submit Western Washington University's 2007-2009 Operating Budget Request. In preparing our request, we have followed closely the work of the Washington Learns Steering Committee and have responded to your goal of working to achieve a world-class, learner-focused education system. Our request is also informed by WWU's new Strategic Plan that restates our commitment to engaged excellence in fulfilling our mission of teaching, scholarship and community service in a student-centered environment.

We have carefully aligned our operating budget proposal with Western's 2007-2009 Capital Budget Request. Together these requests represent our best efforts to respond to your goals for Washington State's education system and the priorities of Washington Learns, the needs of the citizens of the State and to the economic health of our State and region. We have carefully designed our requests to clearly show the citizens of the State that we are investing their money wisely with clear accountability and outcome measures.

Our 2007-2009 operating budget goals are listed below:

- 1) Responding to State Needs, the Governor's Priorities and to Washington Learns through proposals in :
  - Advanced Materials Science & Engineering Center for Research, Teaching and Development (AMSEC)
  - Biomedical Research Activities in Neuroscience (BRAIN)
  - Creating a Pipeline for Future Health Care Practitioners
  - Increasing Access for Underserved Populations: Making College Possible
  - New Pathways to Graduation
  - University Expansion: Western's Waterfront Campus

- 2) Expanding access in areas of high demand and statewide need through increasing enrollments in:
  - Cell & Molecular Biology
  - Early Childhood Education
  - Human Services
  - Teaching English to Speakers of Other Languages (TESOL)
  - General Enrollment Growth
- 
- 3) Achieving competitive compensation for Faculty and Staff with proposals for:
  - Peer based salary requests for Faculty and Exempt Staff
  - Recruitment and Retention funding for Faculty and Exempt Staff
  - Recruitment and Retention of a Diverse Workforce
  - Compensation requests for Classified Staff

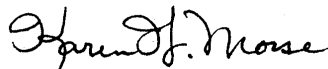
Western is requesting \$150.9 million in state appropriations for 2007-2009, an increase of \$26.9 million from the current biennium. Additionally, we are requesting the continuation of \$3.6 million for building maintenance and repair from the Education Construction Account. This includes protecting Western's quality by requesting full funding for carry forward and maintenance costs.

We hope you will agree with us that this investment in Western Washington University will help move our State towards achieving your goal of "a world-class education system" that will transform the current education system, be meaningful for students, and inspire our citizens.

This is a very exciting time for education in this State. Your leadership and commitment to improving the education system is inspiring and has transformed our thinking in developing this request. Western Washington University is ready and eager to discuss this request with you and to play a key role in helping you achieve your goals.

Thank you for your continued support of Western Washington University.

Sincerely,



Karen W. Morse  
President

KMW/ee  
Enclosures

**WESTERN WASHINGTON UNIVERSITY**  
**2007-2009 Operating Budget Request**  
**Table of Contents**

**TAB A – STRATEGIC PLAN and PERFORMANCE MEASURES**

Western’s Vision, Mission and Strategic Plan .....	1
Western’s Accountability Measures.....	7
Agency Organization Chart.....	8
Activity Summary by Agency .....	9
Agency Activity Inventory by Agency.....	10
Activity Inventory Indirect Cost Allocation Approach .....	13

**TAB B – RECOMMENDATION SUMMARY**

Recommendation Summary at Agency Level.....	14
Recommendation Summary at Program Level.....	19
Agency Budget Levels by Program.....	25

**TAB C – DECISION PACKAGES**

Decision Package Summary .....	28
Agency Budget Request Decision Package Summary .....	29
Advanced Materials Science & Engineering Center (AMSEC).....	30
Biomedical Research Activities in Neuroscience (BRAIN).....	35
Creating a Pipeline for Future Health Care Practitioners .....	42
Increasing Access for Underserved Populations: Making College Possible .....	49
New Pathways to Graduation .....	55
University Expansion: Western’s Waterfront Campus .....	62
Introduction to Expanding Access Decision Packages.....	67
High Demand – Cell and Molecular Biology .....	68
High Demand – Early Childhood Education.....	76
High Demand – Human Services .....	81
High Demand – Teaching English to Speakers of Other Languages (TESOL) .....	86
General Enrollment Growth .....	95
Competitive Compensation for Faculty and Exempt Staff.....	100
Recruitment and Retention Funding for Faculty and Exempt Staff .....	106
Recruitment and Retention of a Diverse Workforce .....	111
Bargaining Unit A – WFSE Clerical .....	116
Bargaining Unit B – WFSE Trades .....	117
Bargaining Unit PTE – PSE Professional Technical Employees .....	118
Bargaining Unit D – PSE Supervisory Units A & C .....	119
Bargaining Unit E – WFSE Supervisory Unit B .....	120

**TAB D – OTHER REPORTS**

Summarized Revenue by Account and Source.....	121
Federal Funding Estimates Summary.....	123
B10 – Non-Budgeted Local Fund Summary .....	125
Self-Insurance Premiums .....	128

**TAB E – HIGHER EDUCATION SPECIAL REPORTS**

Locally-Authorized Salary Increases (Attachment A) .....	130
Tuition Waivers (Attachment B-1).....	131
Tuition Waivers by Purpose (Attachment B-2).....	132
Financial Aid from Non-State Sources (Attachment B-3) .....	133
2007-2009 New State-Supported Enrollment Request (Attachment C).....	134
2007-2009 Degree Production Targets (Attachment D).....	135
2007-2009 New Facility Operations and Maintenance (Attachment E) .....	136

## WESTERN WASHINGTON UNIVERSITY

### ENGAGED EXCELLENCE

**VISION:** Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

**MISSION:** *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive *Western Experience*.

**WESTERN VALUES:** Western's mission and strategic objectives are supported by the following core values:

*Excellence:* Western attains and recognizes excellence in all facets of operation.

*Engagement:* Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

*Diversity:* Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

*Community Service:* Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the *Western Experience* for all.

*Integrity:* Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

*Innovation:* Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.

## **STRATEGIC OBJECTIVES:**

### ➤ *To demonstrate engaged excellence:*

- In interactive learning and the active participation of students in scholarly and creative activities.
- In supporting teacher-scholars who integrate the highest quality teaching, scholarship, and creative activities.
- In civic engagement by developing leadership, effective citizenship, and social responsibility in all members of the campus community.
- As a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds.
- In environmental stewardship and sustainable practices through our programs, scholarship, and actions.

## **STRATEGIC ACTIONS:**

These actions are designed to enhance Western's institutional effectiveness in fulfilling its mission, meeting its strategic objectives, and providing an effective foundation for the *Western Experience*.

### ➤ *Recruit and retain high quality students.* High quality and diverse students enhance the *Western Experience* for all. Western remains committed to continuing to recruit highly talented students, despite an increasingly competitive environment. Therefore:

- The University should enhance the financial resources available for student recruitment.
- The University should enhance recruitment efforts for targeted populations.
- The University should improve the student-faculty ratio and add staff, where warranted, to enhance students' academic experience.

- The University and its units should develop policies that improve access to courses and majors and make entry requirements for majors more predictable.
  - The University should improve delivery of advising services, especially for undecided and transfer students.
  - The University should improve international, cross-cultural, and interdisciplinary opportunities for students.
  - The University and its units should incorporate assessment of student learning outcomes.
  - The University should continue to promote the health and wellness of community members through educational and recreational and fitness opportunities.
- *Recruit and retain high quality faculty and staff.* High quality faculty and staff are crucial for providing students an integrated *Western Experience*. The University faces an increasingly competitive national marketplace for the services of faculty and staff. Therefore:
- The University needs to maintain ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff.
  - The University needs to strengthen its system of recognizing and rewarding excellence in teaching, scholarship, and creative activities for faculty and staff.
  - The University needs to devote more resources to support innovative teaching, high quality scholarly and creative activities, and collaborative and interdisciplinary activities.
  - The University needs to enhance its emphasis on increasing the diversity of its faculty and staff through recruitment, retention, and exchange opportunities.
  - Internally, units need to support faculty and staff by clarifying expectations and rewards for professional development in teaching, scholarship, creative activities, and service and by facilitating employee efforts to balance those expectations.
  - Units need to identify ways to facilitate and recognize staff efforts to serve the needs of the campus community.
  - The University should devote attention to how it might respond to the high cost of housing for faculty and staff.
- *Maintain growth trajectory and improve enrollment management.* Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth. Therefore:
- The University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013. If the University desires additional growth, it should consider

such options as developing additional capacity on the waterfront or expanding Extended Programs.

- The University should improve the student-faculty ratio and add staff, where warranted, to enhance the academic experience of students.
  - Units should develop a clear plan for enrollment capacity at the unit level, and this should be linked to distribution of resources across units.
  - The University should undertake a study of the role of graduate education and its relative scope and scale, then design a plan for its future development.
- *Build collaborative relationships with off-campus communities.* Western places a high value on connections with the broader community, its role in serving the needs of the broader community, and the 'real-life' laboratory that the broader community provides. Therefore:
- The University should provide improved structure to facilitate civic engagement, leadership development, effective citizenship, and social responsibility in its members.
  - Units should seek to increase the scope of existing outreach and collaborative programs, where feasible, and should consider building broader connections to regional, national, and global communities through such activities as internships, applied scholarship, service learning, and community service.
  - The University should increase involvement of alumni and other volunteers with students in academic departments.
  - The University should engage students and alumni in ways that ensure their lifelong connection to Western.
  - The University should engage friends and other constituents in ways that develop enduring relationships with Western.
  - The University should seek new relationships and strengthen existing ones with other organizations interested in developing and implementing sustainable practices.
  - The University should continue collaborating with the local community in developing and implementing sustainable practices and increasingly serve as a resource for sustainable development.
- *Become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies.* Diversity remains one of the central values of the *Western Experience*. Therefore:
- The University should strive to become more diverse through recruitment, hiring, and exchange efforts.



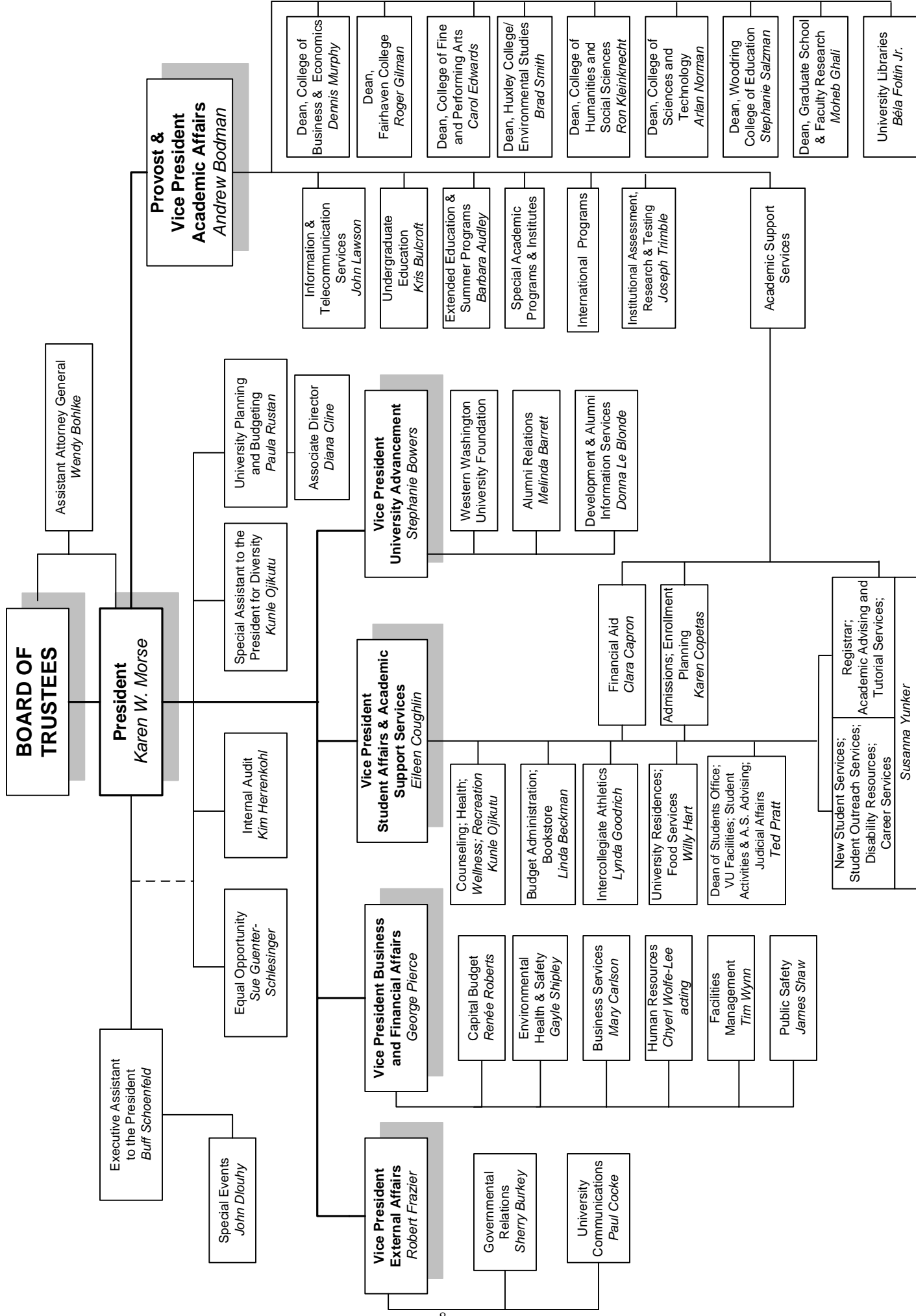
- The University should develop more avenues for campus community members to experience different communities – locally, nationally, and internationally.
  - Units should integrate the study of different cultures and diverse societies more fully across the curriculum.
- *Develop and maintain campus infrastructure.* Since an aesthetically beautiful and well-maintained campus continues to be one of Western's strongest assets, the University has a responsibility to maintain the beauty and functionality of its campus. Therefore:
- The University should enhance information resources, especially the library, and maintain technological currency to strengthen support for educational and scholarly activity.
  - The University should develop or redevelop current and future spaces to be flexible, efficient, and sustainable.
  - The University should continue efforts to ensure that the campus environment remains healthy, safe, and secure.
  - The University should ensure that maintenance programs sustain the beauty of the campus and the functionality of the existing facilities.
- *Improve communication throughout the University.* As Western has grown in size, scope and complexity, effective communication among its units and members has emerged as an important challenge. Therefore:
- The University should increase opportunities for formal and informal interaction among members of the campus community.
  - The University should expand efforts to ensure that decisions are made openly, pathways toward decisions are clear and understood, and effective mechanisms for sharing information are maintained.
  - The University should encourage interdisciplinary initiatives and eliminate communication and other barriers to such initiatives.
- *Promote the effective management of resources.* Western is committed to demonstrating accountability and the effective stewardship of resources. Therefore:
- The University should promote effective management of its resources and demonstrate consistent accountability to all of its stakeholders.
  - The University should continue to take a leading role in developing and implementing sustainable practices in consumption, transportation, and facilities.
- *Increase and diversify funding.* Since Western can no longer rely exclusively on the traditional mix of funding sources from state support and tuition, additional resources will be needed to pursue new initiatives. Therefore:

- The University should continue to provide proposals to the Executive and Legislative branches of the government for increased investment in public higher education.
  - All units should be encouraged to seek alternative funding sources, including enhanced support from external grants and contracts, participation in federal initiatives, private philanthropic support through the WWU Foundation, and possibly broadened recruitment efforts or expansion of self-sustaining programs.
  - University Advancement will actively pursue strategies to encourage increased alumni, parent, corporate, foundation, and community support.
- *Self-Assess and Develop Outcomes.* To achieve the strategic objectives, Western and its units need to focus energy and resources to support the 2006 Strategic Plan. Therefore:
- The University and its units should assess how well programs are aligned with Western's strategic objectives and, if need be, reallocate resources to better support those objectives.
  - Units should develop expected outcomes with measurable indicators that will allow them to assess their progress in achieving the University's strategic objectives.
  - The University should clarify and strengthen the processes that make use of this plan so that decisions based on this plan are transparent and the plan remains a living document adapted to Western's changing needs, opportunities, and challenges.
  - The 2006 Strategic Plan should be reviewed every two years as part of the University's biennial budget development process and revised at least every three biennia.

<b>Western Washington University</b>			
	<b>1999 to 2004 Baseline Performance</b>	<b>Two-year Interim Checkpoint (2006-07)</b>	<b>Six-year Target (2010-11)</b>
<b>Number of bachelor's degrees awarded</b>	2662	2913	3038
<b>Number of bachelor's degrees awarded in high-demand fields</b>	222	365	380
<b>Number of advanced degrees awarded</b>	340	372	377
<b>Six-year graduation rates for first-time, full-time freshman students</b>	61.6%	62.4%	63.2%
<b>Three-year graduation rates for transfer students with an associate degree from a Washington community college</b>	58.1%	61.0%	61.8%
<b>Freshman retention rates</b>	80.4%	84.8%	85.0%
<b>Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree</b>	95.0%	95.2%	96.0%

*Western Washington University  
Office of Institutional Research  
Sharon Schmidt  
May 31, 2006*

# WESTERN WASHINGTON UNIVERSITY ADMINISTRATION



**State of Washington**  
**Activity Summary By Agency**

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**Agency: Western Washington University**

All higher education activities are functionally integrated in support of Western's primary mission of academic instruction. Western's core program is academics and all non-instructional activities serve our primary academic mission of instruction. Therefore, in the event that budget reductions become a necessity at any time, the Western Board of Trustees will work to manage the reduction within the context of the university's strategic plan and its current and future commitments to faculty, programs, students and staff.

## 380 - Western Washington University

### A001 Administration

This activity includes the central administrative functions of the institution. These functions support the entire institution and are not directly attributable to a specific activity. Included in this activity are the administrative and management services necessary for the efficient and effective operation of Western Washington University, such as the Offices of the President, Provost, and Business and Financial Affairs, Faculty Senate, Internal Auditor, Board of Trustees, Institutional Research, and Planning and Budgeting.

	FY 2008	FY 2009	Biennial Total
FTE's	401.6	401.6	401.6
GFS	\$14,730,450	\$16,036,695	\$30,767,145
Other	\$14,231,000	\$14,607,000	\$28,838,000
Total	\$28,961,450	\$30,643,695	\$59,605,145

#### Statewide Result Area: Improve the value of postsecondary learning

##### Expected Results

Improve the value of a state college or university education: Increased percentage of adults completing certificates/degrees; Increased student/graduate satisfaction; Increased number of students prepared to meet workforce needs.

### A002 Instruction

Western Washington University provides quality educational opportunities to students seeking degrees at the undergraduate and graduate level and for students desiring continuing education. Western is a public comprehensive, residential university with a strong commitment to quality and excellence built around a strong core curriculum in the humanities, arts, sciences, and technology. The instruction activity encompasses the entire spectrum of interrelated services that are necessary in accomplishing Western's primary mission learning and scholarship of the highest possible quality. To support the teaching mission of the Institution, the services within this activity includes classroom instruction, scholarship, public service, primary support services, library services, student support services, technology services and support, and the operation and maintenance of campus facilities.

	FY 2008	FY 2009	Biennial Total
FTE's	1,223.6	1,248.1	1,235.9
GFS	\$55,973,764	\$58,141,818	\$114,115,582
Other	\$47,673,000	\$49,126,000	\$96,799,000
Total	\$103,646,764	\$107,267,818	\$210,914,582

#### Statewide Result Area: Improve the value of postsecondary learning

##### Expected Results

*Appropriation Period: 2007-09 Activity Version: CB - 2007-2009 Current Biennium Base*

Improve the value of a state college or university education: Increased percentage of adults completing certificates/degrees; Increased student/graduate satisfaction; Increased number of students prepared to meet workforce needs.

## A003 Research

Western Washington University provides research programs that advance the instruction, public service, and community outreach components of its instruction activity. These programs include the Institute for Watershed Studies, the Institute for Environmental Toxicology, and summer research fellowships. In addition, grants and contracts provided by federal, state, and local agencies and from private sources enable Western to conduct research and training that provides benefits not only to the granting agency, but enables faculty and students to maintain and enhance their scholarship and to advance knowledge on many social and environmental issues of concern to the citizens of the state of Washington.

	FY 2008	FY 2009	Biennial Total
FTE's	202.2	202.2	202.2
GFS	\$403,200	\$408,400	\$811,600
Other	\$26,271,000	\$27,262,000	\$53,533,000
Total	\$26,674,200	\$27,670,400	\$54,344,600

### Statewide Result Area: Improve the value of postsecondary learning

#### Expected Results

Improve the value of a state college or university education: Increased percentage of adults completing certificates/degrees; Increased student/graduate satisfaction; Increased number of students prepared to meet workforce needs.

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*Appropriation Period: 2007-09 Activity Version: CB - 2007-2009 Current Biennium Base*

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**Grand Total**

	FY 2008	FY 2009	Biennial Total
FTE's	1,827.4	1,851.9	1,839.7
GFS	\$71,107,414	\$74,586,913	\$145,694,327
Other	\$88,175,000	\$90,995,000	\$179,170,000
Total	\$159,282,414	\$165,581,913	\$324,864,327



## Activity Inventory Indirect Cost Allocation Approach

**Agency:** 380 - Western Washington University

**Date:** September 1, 2006

**Allocation Method Description:** Indirect costs have been assigned to the activities below on the basis of WWU's established indirect cost rate for federal grants as calculated on total dollars budgeted for each activity\*

WWU Activity*	Programs included in Each Activity	Biennial Average Percent Share of Indirect Costs	Estimated Dollars 2006-07	Estimated Dollars 2007-08	Estimated Dollars 2007-09
<b>A001 Administration</b>	In general, central or core administrative functions (President, Provost, Business & Financial Affairs, Faculty Senate, Internal Auditor, Board of Trustees, Institutional Research, Planning & Budgeting).	11.7%	\$ 3,726,333	\$ 3,950,037	\$ 7,676,370
<b>A002 Instruction</b>	Classroom instruction, library services, primary support services, scholarship, public service, student support services, operation and maintenance of campus facilities, technology services & support.	73.5%	\$ 23,409,015	\$ 24,814,335	\$ 48,223,350
<b>A003 Research</b>	Research and Sponsored Research	14.8%	\$ 4,713,652	\$ 4,996,628	\$ 9,710,280
<b>TOTAL</b>		100.000%	\$ 31,849,000	\$ 33,761,000	\$ 65,610,000

**Note:** All amounts on this form are approximations only. Since indirect cost rates are negotiated every three years with the federal government, please consider these rates, based on WWU's most recent federal approval and analysis at June 30, 2004, subject to change. Rates include general administration, plant operations, library, department administration, computer centers, and use allowances. Please contact University Planning and Budgeting at Western if there are questions concerning this form and to verify updates and appropriate use.

State of Washington  
Recommendation Summary

Agency: **380 Western Washington University**

2:06:15PM  
8/28/2006

Dollars in Thousands	Annual Average FTEs	General Fund State	Other Funds	Total Funds
<b>2005-07 Current Biennium Total</b>	<b>1,718.5</b>	<b>120,441</b>	<b>173,164</b>	<b>293,605</b>
CL 01 2007-2009 Carry Forward Level	7.5	(83)	2,392	2,309
CL 90 Maintenance Level Revenue				
<b>Total Carry Forward Level</b>	<b>1,726.0</b>	<b>120,358</b>	<b>175,556</b>	<b>295,914</b>
Percent Change from Current Biennium	.4%	(.1)%	1.4%	.8%
M1 MA New Facilities Maintenance		743		743
<b>Carry Forward plus Workload Changes</b>	<b>1,726.0</b>	<b>121,101</b>	<b>175,556</b>	<b>296,657</b>
Percent Change from Current Biennium	.4%	.5%	1.4%	1.0%
M2 8U Utility Rate Adjustments		552		552
M2 8X Self-Insurance Premiums		133		133
M2 9P Pension Adjustments, non rate		208		208
M2 MB Workers' Compensation Changes		300		300
M2 MC Maintenance Operating to Capital	32.0		3,614	3,614
M2 MD Maintain 1.6% Faculty & Exempt Sal		1,942		1,942
M2 ME Accommodating Students Disabilities		328		328
M2 MF 2006-07 High Demand Enrollment	2.0	551		551
M2 MG Increase in Attorney General Charge	0.8	317		317
<b>Total Maintenance Level</b>	<b>1,760.8</b>	<b>125,432</b>	<b>179,170</b>	<b>304,602</b>
Percent Change from Current Biennium	2.5%	4.1%	3.5%	3.7%
PL AA Advanced Materials Science & Engine	4.5	1,313		1,313
PL AB Biomedical Research In Neuroscience	4.0	1,055		1,055
PL AC Future Health Care Practitioners	7.5	2,240		2,240
PL AD Making College Possible	11.5	2,246		2,246
PL AE New Pathways to Graduation	14.0	2,363		2,363
PL AF Western's Waterfront Campus		2,700		2,700
PL BA High Demand-Cell & Molecular Biolog	2.0	482		482
PL BB High Demand-Early Childhood Educati	1.7	229		229
PL BC High Demand-Human Services	11.0	1,661		1,661
PL BD High Demand-TESOL	4.0	648		648
PL BE General Enrollment Growth	20.3	2,973		2,973
PL CA Faculty & Exempt Staff Compensation				
PL CC R&R for a Diverse Workforce	0.5	605		605
PL CD R&R for Faculty and Exempt Staff		1,750		1,750
PL DA Bargaining Unit A-WFSE Clerical				
PL DB Bargaining Unit B-WFSE Trades				
PL DC Bargaining Unit PTE-PSE Professiona				
PL DD Bargaining Unit D-PSE Supervisory				
PL DE Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>	<b>80.9</b>	<b>20,265</b>		<b>20,265</b>
<b>2007-09 Total Proposed Budget</b>	<b>1,841.7</b>	<b>145,697</b>	<b>179,170</b>	<b>324,867</b>
Percent Change from Current Biennium	7.2%	21.0%	3.5%	10.6%

## **M1 MA New Facilities Maintenance**

Funding is requested to adequately address the operations and maintenance impacts associated with the institution's major and minor capital budget projects to come on line in 2007-09.

Western is requesting maintenance and operations for the new Academic Instructional Center (project code 2002-2-026), Minor Works Program "A" (project code 2008-2-093), Minor Works Program "B" (project code 2008-2-097).

## **M2 8U Utility Rate Adjustments**

Western's natural gas and electric cost is estimated to rise 24.4% overall during the 2007-2009 biennium due to a 41% increase in our natural gas contract and a projected 10% electric tariff rate increase.

Western will continue to pursue conservation efforts, but assistance from the state is crucial to enable the highest possible quality of education and service to Washington State citizens. The biennial amount of \$552,000 includes \$264,000 for natural gas and \$288,000 for electricity.

During the 2005-2007 biennium, WWU initiated energy conservation measures (lighting retrofits, inefficient equipment replacement, building performance enhancements) that, conservatively, save over \$36k per year in electrical and natural gas costs (1.5% of actual expenses). Further conservation measures are being considered for implementation during the 2007-2009 biennium that may potentially realize an additional \$78k savings per year (for a combined cost avoidance of 3.1% in electrical and natural gas costs for the biennium). Additionally, through cooperation and coordination with student organizations and the university's sustainability committee, WWU will be exploring the feasibility of solar power grid tie-in, vending machine and personal computer power management programs, biodiesel as an alternate fuel, water conservation measures, and waste disposal reductions.

## **M2 8X Self-Insurance Premiums**

Western is requesting an incremental increase in self-insurance premiums for 2007-2009 reflective of our loss experience.

## **M2 9P Pension Adjustments, non rate**

Western requests funding to cover the increased costs associated with retirement plan premiums for faculty and exempt staff in the Western University Retirement Plan program (e.g., TIAA/CREF). Premium costs rise as employees move from the H1 (5 percent) plan to the H2 (7.5 percent) plan upon reaching age 35 and from the H2 (7.5 percent) plan to the H3 (10 percent) plan upon reaching age 50.

Employee turnover rates for Western are low with only 10 employees or 14% of the workforce leaving the H1 plan and 45 employees or 13% of the workforce leaving the H2 plan.

## **M2 MB Workers' Compensation Changes**

Workers' compensation remains a high expense for Western, increasing approximately 20% per year for the past 4 years. The University is pro-active in reducing the number of workplace injuries and illnesses by offering education and increasing awareness. The most common claims involve back and neck strain and musculoskeletal disorders. To address these two common claims, Western provides on-going of back safety training program and workstation or jobsite ergonomic evaluations to all employees. Western requests an increase in maintenance level funding to cover the increased cost of workers' compensation rates including an increase in Western's experience factor.

## **M2 MC Maintenance Operating to Capital**

Implemented by the state in 2003-2005, and expanded in 2005-2007, a total amount of \$1,807 million per year (\$3,614 million for the biennium) in operating costs related to building maintenance and repair was shifted from General Fund-State support to the capital budget's Education Construction Account. Per instruction from OFM, this funding shift to ECA is reflected in Western's 2007-2009 biennial operating budget request as a maintenance package in fund 253.

**M2 MD Maintain 1.6% Faculty & Exempt Sal**

2004 legislation authorizing the 1.6% faculty and exempt staff salary increase effective September 2006, does not include an end date. Therefore, General Fund-State funds are requested to maintain the 1.6% salary increase including a two month carry-forward component for the 2007-2009 biennium: \$809,000 GF-S per year plus \$161,800 GF-S per year representing the carry-forward component, for a total of \$970,800 for each year of the upcoming biennium.

**M2 ME Accommodating Students Disabilities**

Western is requesting increased state support to help ensure that enrolled and prospective students with disabilities have equal opportunity to access all aspects of University life, as required by state and federal law. As Western's enrollment has increased, both the number of disabled students and the level of expenses have increased, without corresponding adjustments in state support. Examples of Western's provisions for students with disabilities include, but are not limited to, sign language interpreters, readers, scribes, tutors, special equipment, computer hardware and software, Braille services and real-time captioning. For example, accommodating just one enrolled student who is hard-of-hearing may result in an additional \$15,000 to \$30,000 in expense per year.

**M2 MF 2006-07 High Demand Enrollment**

The 2006 Supplemental Budget provided a high demand enrollment appropriation to the HECB for the regional universities. The HECB awarded Western a total of 25 FTE high demand enrollments for 2006-07: a recurring amount of \$159,870 GF-S to support 15 FTE in Western's Master's in Teaching (MIT) program; and a recurring amount of \$115,510 GF-S to support 10 FTE in Western's Plastics Engineering Technology-Vehicle Design (PET-VD) program. This request represents 24 months of maintenance funding for these programs.

**M2 MG Increase in Attorney General Charge**

By agreement with the AGO, an amount of \$158,250 GF-S per year (\$316,500 GF-S for the biennium) is requested for the provision of an additional 0.75 FTE in legal services by the Attorney General's Office for Western Washington University. The AGO supports this request for additional legal support for Western.

**PL AA Advanced Materials Science & Engine**

Materials science and engineering play a critical role in the Washington State economy. Professionals versed in this important field, which bridges chemistry, physics and engineering, are employed in industries ranging from aerospace to microelectronics, and biotechnology. Building on the strength of its science and engineering technology programs, Western will establish a new interdisciplinary Advanced Materials Science and Engineering Center (AMSEC). AMSEC will provide an undergraduate-focused educational and research center unique within the State, training flexible professionals in an interdisciplinary environment who will be prepared to innovate, communicate, and solve problems at the intersection of traditional scientific disciplines.

**PL AB Biomedical Research In Neuroscience**

BRAIN is a proposed interdisciplinary neuroscience initiative linking expertise of Western's biology and psychology departments to prepare students for biomedical research positions in academia and industry, as well as graduate programs in neuroscience, psychology, pharmacology, mental health counseling, and neurobiology.

**PL AC Future Health Care Practitioners**

Through targeted investment, Western Washington University will assist the State in increasing the number of health care practitioners in Washington by preparing and placing its baccalaureates in graduate or post-baccalaureate professional programs in a variety of health care occupations and the health sciences.

**PL AD Making College Possible**

Western requests funding for Making College Possible, an innovative and integrated program designed to recruit and retain traditionally underserved populations. In partnership with P-12 education, Western will increase access to higher education for academically qualified at-risk and underserved students by providing a seamless process of support from early outreach through college graduation. Components of the program will "open eyes and doors" to higher education for students and their families throughout the state.

**PL AE New Pathways to Graduation**

New Pathways to Graduation proposes investing resources to help eliminate obstacles that Western students--both first year and community college transfers--currently face in 1) enrolling in the major of their choice; 2) completing their degree requirements, and 3) graduating on time.

**PL AF Western's Waterfront Campus**

One-time funds are requested to continue planning efforts to locate a portion of the Western campus to the Bellingham Waterfront at the former Georgia-Pacific site. The University's presence is viewed as an important anchor for the site's redevelopment by the Port, the County, the City and an overwhelming number of residents, and is a unique opportunity for WWU to respond to the state's priorities.

**PL BA High Demand-Cell & Molecular Biolog**

Western is requesting funds to expand enrollment in the high demand major of cell and molecular biology. For 2007-08, funding is requested to support an increase of 8.00 FTE with an additional 8.00 FTE in 2008-09 (16.00 FTE total in 2008-09).

**PL BB High Demand-Early Childhood Educati**

Western is requesting funds to expand enrollment in the high demand major of Early Childhood Education. For 2007-08, funding is requested to support an increase of 10.00 FTE student enrollments with an additional 10.00 FTE student enrollments in 2008-09 (20.00 FTE total in 2008-09).

**PL BC High Demand-Human Services**

To address student access and state needs for additional and highly trained graduates in Human Services, Western is seeking state support for enrollments in the Human Services Degree program in Bellingham. State support for 115.00 FTE is requested for 2007-08 and for an additional 10.00 FTE in 2008-09 (125.00 FTE total in 2008-09).

**PL BD High Demand-TESOL**

To address critical state shortages in teachers trained in bilingual education and ESL, Western is seeking state support for enrollments in TESOL (Teaching English to Speakers of Other Languages). State support for 30.00 FTE is requested for 2007-08 and for an additional 5.00 FTE in 2008-09 (35.00 FTE total in 2008-09).

**PL BE General Enrollment Growth**

For 2007-2009, in accordance with the University's strategic plan, increase Western's budgeted enrollment level by 120 FTE students each year of the biennium. Total budgeted enrollment would be 11,849 FTE for 2007-08 and 11,969 for 2008-09, including 2006-07 HECB high demand enrollments (+ 25 FTE).

**PL CA Faculty & Exempt Staff Compensation**

Competitive compensation remains Western's number one priority. Faculty salaries at Western continue to lag behind the peer-group average of comparable public universities as defined by the HECB. Western's commitment to the highest quality learning environment begins with retaining its highly qualified faculty and staff through competitive compensation.

**PL CC R&R for a Diverse Workforce**

Resources are requested to assist Western in playing a more effective role in recruiting and retaining a diverse faculty and staff. Increased demand for diverse faculty and staff in higher education across the nation has created a very competitive marketplace.

**PL CD R&R for Faculty and Exempt Staff**

As the national employment market conditions for higher education continue to improve, and the cost of living in Bellingham explodes, Western is requesting significant state investment in a recruitment and retention funding pool.

**PL DA Bargaining Unit A-WFSE Clerical**

Bargaining Unit A - Washington Federation of State Employees/Clerical - includes all non-supervisory office and clerical classes.

**PL DB Bargaining Unit B-WFSE Trades**

Bargaining Unit B - Washington Federation of State Employees/Trades - includes all non-supervisory operations classes; skilled crafts, semi-skilled operatives, unskilled laborers, service workers and apprentices.

**PL DC Bargaining Unit PTE-PSE Professiona**

Bargaining Unit PTE - Public School Employees of Washington Professional/Technical - includes all non-supervisory technical classes.

**PL DD Bargaining Unit D-PSE Supervisory**

Bargaining Unit D - Public School Employees of Washington/Supervisory Units A & C - includes all supervisory/manager classes.

**PL DE Bargaining Unit E-WFSE Supervisory**

Bargaining Unit E - Washington Federation of State Employees/Supervisory Unit B - includes all supervisory maintenance classes; custodial services, grounds, security, carpentry, electrical, engineer, painter; and plumbers, pipe fitters, and/or steamfitters.

State of Washington  
**Recommendation Summary**

**Agency: 380 Western Washington University**

10:55:18AM  
8/28/2006

Dollars in Thousands

	Annual Average FTEs	General Fund State	Other Funds	Total Funds
<b>Program: 010 Instruction</b>				
<b>2005-07 Current Biennium Total</b>	<b>836.0</b>	<b>73,168</b>	<b>73,172</b>	<b>146,340</b>
CL 01 2007-2009 Carry Forward Level	7.5	(51)	1,434	1,383
<b>Total Carry Forward Level</b>	<b>843.5</b>	<b>73,117</b>	<b>74,606</b>	<b>147,723</b>
Percent Change from Current Biennium	.9%	(.1)%	2.0%	.9%
M1 MA New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>	<b>843.5</b>	<b>73,117</b>	<b>74,606</b>	<b>147,723</b>
Percent Change from Current Biennium	.9%	(.1)%	2.0%	.9%
M2 8U Utility Rate Adjustments		335		335
M2 8X Self-Insurance Premiums		81		81
M2 9P Pension Adjustments, non rate		127		127
M2 MB Workers' Compensation Changes		182		182
M2 MC Maintenance Operating to Capital				
M2 MD Maintain 1.6% Faculty & Exempt Sal		1,180		1,180
M2 ME Accommodating Students Disabilities		199		199
M2 MF 2006-07 High Demand Enrollment	2.0	334		334
M2 MG Increase in Attorney General Charge				
<b>Total Maintenance Level</b>	<b>845.5</b>	<b>75,555</b>	<b>74,606</b>	<b>150,161</b>
Percent Change from Current Biennium	1.1%	3.3%	2.0%	2.6%
PL AA Advanced Materials Science & Engine	4.5	806		806
PL AB Biomedical Research In Neuroscience	2.5	647		647
PL AC Future Health Care Practitioners	7.5	1,375		1,375
PL AD Making College Possible	11.5	1,379		1,379
PL AE New Pathways to Graduation	14.0	1,450		1,450
PL AF Western's Waterfront Campus		1,658		1,658
PL BA High Demand-Cell & Molecular Biolog	2.0	296		296
PL BB High Demand-Early Childhood Educati	1.7	140		140
PL BC High Demand-Human Services	11.0	1,020		1,020
PL BD High Demand-TESOL	4.0	398		398
PL BE General Enrollment Growth	20.3	1,825		1,825
PL CA Faculty & Exempt Staff Compensation				
PL CC R&R for a Diverse Workforce		368		368
PL CD R&R for Faculty and Exempt Staff		1,063		1,063
PL DA Bargaining Unit A-WFSE Clerical				
PL DB Bargaining Unit B-WFSE Trades				
PL DC Bargaining Unit PTE-PSE Professiona				
PL DD Bargaining Unit D-PSE Supervisory				
PL DE Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>	<b>78.9</b>	<b>12,425</b>		<b>12,425</b>
<b>2007-09 Total Proposed Budget</b>	<b>924.4</b>	<b>87,980</b>	<b>74,606</b>	<b>162,586</b>
Percent Change from Current Biennium	10.6%	20.2%	2.0%	11.1%
<b>Program: 020 Research</b>				
<b>2005-07 Current Biennium Total</b>	<b>7.2</b>	<b>771</b>	<b>771</b>	<b>1,542</b>
CL 01 2007-2009 Carry Forward Level			15	15
<b>Total Carry Forward Level</b>	<b>7.2</b>	<b>771</b>	<b>786</b>	<b>1,557</b>
Percent Change from Current Biennium			1.9%	1.0%
M1 MA New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>	<b>7.2</b>	<b>771</b>	<b>786</b>	<b>1,557</b>
Percent Change from Current Biennium			1.9%	1.0%

M2 8U	Utility Rate Adjustments		4		4
M2 8X	Self-Insurance Premiums		1		1
M2 9P	Pension Adjustments, non rate		1		1
M2 MB	Workers' Compensation Changes		2		2
M2 MC	Maintenance Operating to Capital				
M2 MD	Maintain 1.6% Faculty & Exempt Sal		12		12
M2 ME	Accommodating Students Disabilities		2		2
M2 MF	2006-07 High Demand Enrollment		4		4
M2 MG	Increase in Attorney General Charge				
<b>Total Maintenance Level</b>		<b>7.2</b>	<b>797</b>	<b>786</b>	<b>1,583</b>
Percent Change from Current Biennium			3.4%	1.9%	2.7%
PL AA	Advanced Materials Science & Engine				
PL AB	Biomedical Research In Neuroscience				
PL AC	Future Health Care Practitioners				
PL AD	Making College Possible				
PL AE	New Pathways to Graduation				
PL AF	Western's Waterfront Campus				
PL BA	High Demand-Cell & Molecular Biolog				
PL BB	High Demand-Early Childhood Educati				
PL BC	High Demand-Human Services				
PL BD	High Demand-TESOL				
PL BE	General Enrollment Growth				
PL CA	Faculty & Exempt Staff Compensation				
PL CC	R&R for a Diverse Workforce		4		4
PL CD	R&R for Faculty and Exempt Staff		11		11
PL DA	Bargaining Unit A-WFSE Clerical				
PL DB	Bargaining Unit B-WFSE Trades				
PL DC	Bargaining Unit PTE-PSE Professiona				
PL DD	Bargaining Unit D-PSE Supervisory				
PL DE	Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>		<b>0.0</b>	<b>15</b>		<b>15</b>
<b>2007-09 Total Proposed Budget</b>		<b>7.2</b>	<b>812</b>	<b>786</b>	<b>1,598</b>
Percent Change from Current Biennium			5.3%	1.9%	3.6%
<b>Program: 040 Primary Support Services</b>					
<b>2005-07 Current Biennium Total</b>		<b>61.5</b>	<b>5,649</b>	<b>5,650</b>	<b>11,299</b>
CL 01	2007-2009 Carry Forward Level		(4)	111	107
<b>Total Carry Forward Level</b>		<b>61.5</b>	<b>5,645</b>	<b>5,761</b>	<b>11,406</b>
Percent Change from Current Biennium			(.1)%	2.0%	.9%
M1 MA	New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>		<b>61.5</b>	<b>5,645</b>	<b>5,761</b>	<b>11,406</b>
Percent Change from Current Biennium			(.1)%	2.0%	.9%
M2 8U	Utility Rate Adjustments		26		26
M2 8X	Self-Insurance Premiums		6		6
M2 9P	Pension Adjustments, non rate		10		10
M2 MB	Workers' Compensation Changes		14		14
M2 MC	Maintenance Operating to Capital				
M2 MD	Maintain 1.6% Faculty & Exempt Sal		91		91
M2 ME	Accommodating Students Disabilities		15		15
M2 MF	2006-07 High Demand Enrollment		26		26
M2 MG	Increase in Attorney General Charge				
<b>Total Maintenance Level</b>		<b>61.5</b>	<b>5,833</b>	<b>5,761</b>	<b>11,594</b>
Percent Change from Current Biennium			3.3%	2.0%	2.6%
PL AA	Advanced Materials Science & Engine		62		62
PL AB	Biomedical Research In Neuroscience		50		50
PL AC	Future Health Care Practitioners		105		105
PL AD	Making College Possible		105		105
PL AE	New Pathways to Graduation		111		111
PL AF	Western's Waterfront Campus		127		127
PL BA	High Demand-Cell & Molecular Biolog		23		23
PL BB	High Demand-Early Childhood Educati		11		11
PL BC	High Demand-Human Services		78		78



PL BD	High Demand-TESOL		30		30
PL BE	General Enrollment Growth		139		139
PL CA	Faculty & Exempt Staff Compensation				
PL CC	R&R for a Diverse Workforce		28		28
PL CD	R&R for Faculty and Exempt Staff		82		82
PL DA	Bargaining Unit A-WFSE Clerical				
PL DB	Bargaining Unit B-WFSE Trades				
PL DC	Bargaining Unit PTE-PSE Professiona				
PL DD	Bargaining Unit D-PSE Supervisory				
PL DE	Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>		<b>0.0</b>	<b>951</b>		<b>951</b>
<b>2007-09 Total Proposed Budget</b>		<b>61.5</b>	<b>6,784</b>	<b>5,761</b>	<b>12,545</b>
Percent Change from Current Biennium			20.1%	2.0%	11.0%
<b>Program: 050 Libraries</b>					
<b>2005-07 Current Biennium Total</b>		<b>98.1</b>	<b>6,407</b>	<b>6,408</b>	<b>12,815</b>
CL 01	2007-2009 Carry Forward Level		(4)	125	121
<b>Total Carry Forward Level</b>		<b>98.1</b>	<b>6,403</b>	<b>6,533</b>	<b>12,936</b>
Percent Change from Current Biennium			(.1)%	2.0%	.9%
M1 MA	New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>		<b>98.1</b>	<b>6,403</b>	<b>6,533</b>	<b>12,936</b>
Percent Change from Current Biennium			(.1)%	2.0%	.9%
M2 8U	Utility Rate Adjustments		29		29
M2 8X	Self-Insurance Premiums		7		7
M2 9P	Pension Adjustments, non rate		11		11
M2 MB	Workers' Compensation Changes		16		16
M2 MC	Maintenance Operating to Capital				
M2 MD	Maintain 1.6% Faculty & Exempt Sal		103		103
M2 ME	Accommodating Students Disabilities		17		17
M2 MF	2006-07 High Demand Enrollment		29		29
M2 MG	Increase in Attorney General Charge				
<b>Total Maintenance Level</b>		<b>98.1</b>	<b>6,615</b>	<b>6,533</b>	<b>13,148</b>
Percent Change from Current Biennium			3.2%	2.0%	2.6%
PL AA	Advanced Materials Science & Engine		70		70
PL AB	Biomedical Research In Neuroscience		56		56
PL AC	Future Health Care Practitioners		119		119
PL AD	Making College Possible		119		119
PL AE	New Pathways to Graduation		126		126
PL AF	Western's Waterfront Campus		144		144
PL BA	High Demand-Cell & Molecular Biolog		26		26
PL BB	High Demand-Early Childhood Educati		12		12
PL BC	High Demand-Human Services		88		88
PL BD	High Demand-TESOL		34		34
PL BE	General Enrollment Growth		158		158
PL CA	Faculty & Exempt Staff Compensation				
PL CC	R&R for a Diverse Workforce		32		32
PL CD	R&R for Faculty and Exempt Staff		93		93
PL DA	Bargaining Unit A-WFSE Clerical				
PL DB	Bargaining Unit B-WFSE Trades				
PL DC	Bargaining Unit PTE-PSE Professiona				
PL DD	Bargaining Unit D-PSE Supervisory				
PL DE	Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>		<b>0.0</b>	<b>1,077</b>		<b>1,077</b>
<b>2007-09 Total Proposed Budget</b>		<b>98.1</b>	<b>7,692</b>	<b>6,533</b>	<b>14,225</b>
Percent Change from Current Biennium			20.1%	2.0%	11.0%
<b>Program: 060 Student Services</b>					
<b>2005-07 Current Biennium Total</b>		<b>151.9</b>	<b>9,708</b>	<b>9,709</b>	<b>19,417</b>
CL 01	2007-2009 Carry Forward Level		(7)	190	183

<b>Total Carry Forward Level</b>	<b>151.9</b>	<b>9,701</b>	<b>9,899</b>	<b>19,600</b>
Percent Change from Current Biennium		(.1)%	2.0%	.9%
M1 MA New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>	<b>151.9</b>	<b>9,701</b>	<b>9,899</b>	<b>19,600</b>
Percent Change from Current Biennium		(.1)%	2.0%	.9%
M2 8U Utility Rate Adjustments		44		44
M2 8X Self-Insurance Premiums		11		11
M2 9P Pension Adjustments, non rate		17		17
M2 MB Workers' Compensation Changes		24		24
M2 MC Maintenance Operating to Capital				
M2 MD Maintain 1.6% Faculty & Exempt Sal		156		156
M2 ME Accommodating Students Disabilities		26		26
M2 MF 2006-07 High Demand Enrollment		44		44
M2 MG Increase in Attorney General Charge				
<b>Total Maintenance Level</b>	<b>151.9</b>	<b>10,023</b>	<b>9,899</b>	<b>19,922</b>
Percent Change from Current Biennium		3.2%	2.0%	2.6%
PL AA Advanced Materials Science & Engine		106		106
PL AB Biomedical Research In Neuroscience		85		85
PL AC Future Health Care Practitioners		181		181
PL AD Making College Possible		181		181
PL AE New Pathways to Graduation		191		191
PL AF Western's Waterfront Campus		218		218
PL BA High Demand-Cell & Molecular Biolog		39		39
PL BB High Demand-Early Childhood Educati		18		18
PL BC High Demand-Human Services		134		134
PL BD High Demand-TESOL		52		52
PL BE General Enrollment Growth		240		240
PL CA Faculty & Exempt Staff Compensation				
PL CC R&R for a Diverse Workforce		49		49
PL CD R&R for Faculty and Exempt Staff		141		141
PL DA Bargaining Unit A-WFSE Clerical				
PL DB Bargaining Unit B-WFSE Trades				
PL DC Bargaining Unit PTE-PSE Professiona				
PL DD Bargaining Unit D-PSE Supervisory				
PL DE Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>	<b>0.0</b>	<b>1,635</b>		<b>1,635</b>
<b>2007-09 Total Proposed Budget</b>	<b>151.9</b>	<b>11,658</b>	<b>9,899</b>	<b>21,557</b>
Percent Change from Current Biennium		20.1%	2.0%	11.0%
<b>Program: 080 Institutional Support</b>				
<b>2005-07 Current Biennium Total</b>	<b>207.8</b>	<b>16,139</b>	<b>16,140</b>	<b>32,279</b>
CL 01 2007-2009 Carry Forward Level		(11)	316	305
<b>Total Carry Forward Level</b>	<b>207.8</b>	<b>16,128</b>	<b>16,456</b>	<b>32,584</b>
Percent Change from Current Biennium		(.1)%	2.0%	.9%
M1 MA New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>	<b>207.8</b>	<b>16,128</b>	<b>16,456</b>	<b>32,584</b>
Percent Change from Current Biennium		(.1)%	2.0%	.9%
M2 8U Utility Rate Adjustments		74		74
M2 8X Self-Insurance Premiums		18		18
M2 9P Pension Adjustments, non rate		28		28
M2 MB Workers' Compensation Changes		40		40
M2 MC Maintenance Operating to Capital				
M2 MD Maintain 1.6% Faculty & Exempt Sal		260		260
M2 ME Accommodating Students Disabilities		44		44
M2 MF 2006-07 High Demand Enrollment		74		74
M2 MG Increase in Attorney General Charge	0.8	317		317
<b>Total Maintenance Level</b>	<b>208.6</b>	<b>16,983</b>	<b>16,456</b>	<b>33,439</b>
Percent Change from Current Biennium	.4%	5.2%	2.0%	3.6%
PL AA Advanced Materials Science & Engine		176		176

PL AB	Biomedical Research In Neuroscience		141		141
PL AC	Future Health Care Practitioners		300		300
PL AD	Making College Possible		301		301
PL AE	New Pathways to Graduation		317		317
PL AF	Western's Waterfront Campus		362		362
PL BA	High Demand-Cell & Molecular Biolog		65		65
PL BB	High Demand-Early Childhood Educati		31		31
PL BC	High Demand-Human Services		223		223
PL BD	High Demand-TESOL		87		87
PL BE	General Enrollment Growth		398		398
PL CA	Faculty & Exempt Staff Compensation				
PL CC	R&R for a Diverse Workforce		81		81
PL CD	R&R for Faculty and Exempt Staff		235		235
PL DA	Bargaining Unit A-WFSE Clerical				
PL DB	Bargaining Unit B-WFSE Trades				
PL DC	Bargaining Unit PTE-PSE Professiona				
PL DD	Bargaining Unit D-PSE Supervisory				
PL DE	Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>		<b>0.0</b>	<b>2,717</b>		<b>2,717</b>
<b>2007-09 Total Proposed Budget</b>		<b>208.6</b>	<b>19,700</b>	<b>16,456</b>	<b>36,156</b>
Percent Change from Current Biennium		.4%	22.1%	2.0%	12.0%
<b>Program: 090 Plant Operations and Maintenance</b>					
<b>2005-07 Current Biennium Total</b>		<b>161.0</b>	<b>8,599</b>	<b>8,599</b>	<b>17,198</b>
CL 01	2007-2009 Carry Forward Level		(6)	169	163
<b>Total Carry Forward Level</b>		<b>161.0</b>	<b>8,593</b>	<b>8,768</b>	<b>17,361</b>
Percent Change from Current Biennium			(.1)%	2.0%	.9%
M1 MA	New Facilities Maintenance		743		743
<b>Carry Forward plus Workload Changes</b>		<b>161.0</b>	<b>9,336</b>	<b>8,768</b>	<b>18,104</b>
Percent Change from Current Biennium			8.6%	2.0%	5.3%
M2 8U	Utility Rate Adjustments		39		39
M2 8X	Self-Insurance Premiums		9		9
M2 9P	Pension Adjustments, non rate		15		15
M2 MB	Workers' Compensation Changes		22		22
M2 MC	Maintenance Operating to Capital	32.0		3,614	3,614
M2 MD	Maintain 1.6% Faculty & Exempt Sal		139		139
M2 ME	Accommodating Students Disabilities		23		23
M2 MF	2006-07 High Demand Enrollment		39		39
M2 MG	Increase in Attorney General Charge				
<b>Total Maintenance Level</b>		<b>193.0</b>	<b>9,622</b>	<b>12,382</b>	<b>22,004</b>
Percent Change from Current Biennium		19.9%	11.9%	44.0%	27.9%
PL AA	Advanced Materials Science & Engine		94		94
PL AB	Biomedical Research In Neuroscience		75		75
PL AC	Future Health Care Practitioners		160		160
PL AD	Making College Possible		160		160
PL AE	New Pathways to Graduation		169		169
PL AF	Western's Waterfront Campus		193		193
PL BA	High Demand-Cell & Molecular Biolog		35		35
PL BB	High Demand-Early Childhood Educati		16		16
PL BC	High Demand-Human Services		119		119
PL BD	High Demand-TESOL		46		46
PL BE	General Enrollment Growth		212		212
PL CA	Faculty & Exempt Staff Compensation				
PL CC	R&R for a Diverse Workforce		43		43
PL CD	R&R for Faculty and Exempt Staff		125		125
PL DA	Bargaining Unit A-WFSE Clerical				
PL DB	Bargaining Unit B-WFSE Trades				
PL DC	Bargaining Unit PTE-PSE Professiona				
PL DD	Bargaining Unit D-PSE Supervisory				
PL DE	Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>		<b>0.0</b>	<b>1,447</b>		<b>1,447</b>
<b>2007-09 Total Proposed Budget</b>		<b>193.0</b>	<b>11,069</b>	<b>12,382</b>	<b>23,451</b>

Percent Change from Current Biennium	19.9%	28.7%	44.0%	36.4%
<b>Program: 100 Sponsored Research</b>				
<b>2005-07 Current Biennium Total</b>	<b>195.0</b>		<b>52,715</b>	<b>52,715</b>
CL 01 2007-2009 Carry Forward Level			32	32
<b>Total Carry Forward Level</b>	<b>195.0</b>		<b>52,747</b>	<b>52,747</b>
Percent Change from Current Biennium			.1%	.1%
M1 MA New Facilities Maintenance				
<b>Carry Forward plus Workload Changes</b>	<b>195.0</b>		<b>52,747</b>	<b>52,747</b>
Percent Change from Current Biennium			.1%	.1%
M2 8U Utility Rate Adjustments				
M2 8X Self-Insurance Premiums				
M2 9P Pension Adjustments, non rate				
M2 MB Workers' Compensation Changes				
M2 MC Maintenance Operating to Capital				
M2 MD Maintain 1.6% Faculty & Exempt Sal				
M2 ME Accommodating Students Disabilities				
M2 MF 2006-07 High Demand Enrollment				
M2 MG Increase in Attorney General Charge				
<b>Total Maintenance Level</b>	<b>195.0</b>		<b>52,747</b>	<b>52,747</b>
Percent Change from Current Biennium			.1%	.1%
PL AA Advanced Materials Science & Engine				
PL AB Biomedical Research In Neuroscience				
PL AC Future Health Care Practitioners				
PL AD Making College Possible				
PL AE New Pathways to Graduation				
PL AF Western's Waterfront Campus				
PL BA High Demand-Cell & Molecular Biolog				
PL BB High Demand-Early Childhood Educati				
PL BC High Demand-Human Services				
PL BD High Demand-TESOL				
PL BE General Enrollment Growth				
PL CA Faculty & Exempt Staff Compensation				
PL CC R&R for a Diverse Workforce				
PL CD R&R for Faculty and Exempt Staff				
PL DA Bargaining Unit A-WFSE Clerical				
PL DB Bargaining Unit B-WFSE Trades				
PL DC Bargaining Unit PTE-PSE Professiona				
PL DD Bargaining Unit D-PSE Supervisory				
PL DE Bargaining Unit E-WFSE Supervisory				
<b>Subtotal - Performance Level Changes</b>	<b>0.0</b>			
<b>2007-09 Total Proposed Budget</b>	<b>195.0</b>		<b>52,747</b>	<b>52,747</b>
Percent Change from Current Biennium			.1%	.1%

State of Washington  
**2007-09 Agency Budget Levels by Program**

**Agency: 380 Western Washington University**

8/28/2006  
10:57:48AM

Dollars in Thousands

**Program: 010 Instruction**

**FTEs**

**FTEs-Annual Average**

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State  
08A-1 Education Legacy Trust Account-State  
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated  
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated  
489-1 Pension Funding Stabilization Acct-State

**Total All Funds - Program 010**

**Biennial Total All Funds - Program 010**

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
	836.0	836.0	840.3	846.6	842.3	848.6	912.1	936.6
		836.0		843.5		845.5		924.4
	35,838	37,330	36,565	36,552	37,758	37,798	43,154	44,827
	704	1,408	1,409	1,408	1,409	1,408	1,409	1,408
	12,413	12,818	12,502	12,775	12,502	12,775	12,502	12,775
	22,239	23,493	22,645	23,492	22,645	23,492	22,645	23,492
		97	188	187	188	187	188	187
	<b>71,194</b>	<b>75,146</b>	<b>73,309</b>	<b>74,414</b>	<b>74,502</b>	<b>75,660</b>	<b>79,898</b>	<b>82,689</b>
		<b>146,340</b>		<b>147,723</b>		<b>150,162</b>		<b>162,587</b>

**Program: 020 Research**

**FTEs**

**FTEs-Annual Average**

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State  
08A-1 Education Legacy Trust Account-State  
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated  
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated  
489-1 Pension Funding Stabilization Acct-State

**Total All Funds - Program 020**

**Biennial Total All Funds - Program 020**

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
	378	393	386	385	399	398	404	408
	7	15	14	15	14	15	14	15
	131	135	132	135	132	135	132	135
	234	248	238	248	238	248	238	248
		1	2	2	2	2	2	2
	<b>750</b>	<b>792</b>	<b>772</b>	<b>785</b>	<b>785</b>	<b>798</b>	<b>790</b>	<b>808</b>
		<b>1,542</b>		<b>1,557</b>		<b>1,583</b>		<b>1,598</b>

**Program: 040 Primary Support Services**

**FTEs**

**FTEs-Annual Average**

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State  
08A-1 Education Legacy Trust Account-State  
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated  
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated  
489-1 Pension Funding Stabilization Acct-State

**Total All Funds - Program 040**

**Biennial Total All Funds - Program 040**

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5
		61.5		61.5		61.5		61.5
	2,767	2,882	2,823	2,822	2,915	2,918	3,328	3,456
	54	109	108	109	108	109	108	109
	958	990	965	987	965	987	965	987
	1,717	1,814	1,748	1,814	1,748	1,814	1,748	1,814
		8	15	15	15	15	15	15
	<b>5,496</b>	<b>5,803</b>	<b>5,659</b>	<b>5,747</b>	<b>5,751</b>	<b>5,843</b>	<b>6,164</b>	<b>6,381</b>
		<b>11,299</b>		<b>11,406</b>		<b>11,594</b>		<b>12,545</b>

**Program: 050 Libraries****FTEs****FTEs-Annual Average**

<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>
<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>	<b>98.1</b>

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State	3,138	3,269	3,202	3,201	3,306	3,310	3,774		
08A-1 Education Legacy Trust Account-State	62	123	124	123	124	123	124		
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	1,087	1,122	1,095	1,118	1,095	1,118	1,095		
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	1,948	2,057	1,983	2,057	1,983	2,057	1,983		
489-1 Pension Funding Stabilization Acct-State		9	16	17	16	17	16		

**Total All Funds - Program 050****Biennial Total All Funds - Program 050**

<b>6,235</b>	<b>6,580</b>	<b>6,420</b>	<b>6,516</b>	<b>6,524</b>	<b>6,625</b>	<b>6,992</b>	<b>7,235</b>		
	<b>12,815</b>		<b>12,936</b>		<b>13,149</b>		<b>14,227</b>		

**Program: 060 Student Services****FTEs****FTEs-Annual Average**

<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>		
<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>	<b>151.9</b>		

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State	4,755	4,953	4,851	4,850	5,009	5,015	5,718		
08A-1 Education Legacy Trust Account-State	93	187	186	187	186	187	186		
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	1,647	1,701	1,659	1,695	1,659	1,695	1,659		
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	2,951	3,117	3,005	3,117	3,005	3,117	3,005		
489-1 Pension Funding Stabilization Acct-State		13	25	25	25	25	25		

**Total All Funds - Program 060****Biennial Total All Funds - Program 060**

<b>9,446</b>	<b>9,971</b>	<b>9,726</b>	<b>9,874</b>	<b>9,884</b>	<b>10,039</b>	<b>10,593</b>	<b>10,963</b>		
	<b>19,417</b>		<b>19,600</b>		<b>19,923</b>		<b>21,556</b>		

**Program: 080 Institutional Support****FTEs****FTEs-Annual Average**

<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>208.6</b>	<b>208.6</b>	<b>208.6</b>		
<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>207.8</b>	<b>208.6</b>	<b>208.6</b>	<b>208.6</b>		

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State	7,905	8,234	8,065	8,063	8,486	8,496	9,665		
08A-1 Education Legacy Trust Account-State	155	310	310	310	310	310	310		
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	2,738	2,827	2,758	2,817	2,758	2,817	2,758		
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	4,906	5,182	4,995	5,182	4,995	5,182	4,995		
489-1 Pension Funding Stabilization Acct-State		22	42	42	42	42	42		

**Total All Funds - Program 080****Biennial Total All Funds - Program 080**

<b>15,704</b>	<b>16,575</b>	<b>16,170</b>	<b>16,414</b>	<b>16,591</b>	<b>16,847</b>	<b>17,770</b>	<b>18,383</b>		
	<b>32,279</b>		<b>32,584</b>		<b>33,438</b>		<b>36,153</b>		

**Program: 090 Plant Operations and Maintenance****FTEs****FTEs-Annual Average**

<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>193.0</b>	<b>193.0</b>	<b>193.0</b>		
<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>161.0</b>	<b>193.0</b>	<b>193.0</b>	<b>193.0</b>		

**Fund - Appropriation Type**

001-1 General Fund - Basic Account-State	4,212	4,387	4,297	4,296	4,437	5,185	5,065		
08A-1 Education Legacy Trust Account-State	83	165	166	165	166	165	166		
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	1,459	1,506	1,469	1,501	1,469	1,501	1,469		
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	2,614	2,761	2,662	2,761	2,662	2,761	2,662		
253-1 Education Construction Account-State					1,807	1,807	1,807		



WESTERN WASHINGTON UNIVERSITY  
2007-2009 Biennial Operating Budget Request

**Decision Packages (listed in alphabetical order)**

**A Responding to State Needs, the Governor's Priorities, and**

**to Washington Learns**

- Advanced Materials Science & Engineering Center for Research, Teaching and Development (AMSEC)
- Biomedical Research Activities in Neuroscience (BRAIN)
- Creating a Pipeline for Future Health Care Practitioners
- Increasing Access for Underserved Populations: Making College Possible
- New Pathways to Graduation
- University Expansion: Western's Waterfront Campus

**B Expanding Access**

- High Demand - Cell & Molecular Biology
- High Demand - Early Childhood Education
- High Demand - Human Services
- High Demand - Teaching English to Speakers of Other Languages (TESOL)
- General Enrollment Growth (80% undergraduate/20% graduate)\*\*

**C Compensation - Faculty and Exempt Staff**

- Competitive Compensation for Faculty and Exempt Staff (Peer Based)
- Recruitment and Retention Funding for Faculty and Exempt Staff
- Recruitment and Retention of a Diverse Workforce

**D Compensation - Classified Staff**

- Bargaining Unit A - WFSE Clerical
- Bargaining Unit B - WFSE Trades
- Bargaining Unit PTE - PSE Professional Technical Employees
- Bargaining Unit D - PSE Supervisory Units A & C
- Bargaining Unit E - WFSE Supervisory Unit B

**TOTAL**

Faculty/Staff	GENERAL FUND-STATE		TOTAL	Enrollments		GF-S PER FTE	
	2007-08	2008-09		2007-08	2008-09	2007-08	2008-09
3.00	6.00	\$941,417	\$1,312,795				
2.50	5.50	\$610,933	\$1,054,575				
7.50	7.50	\$954,121	\$2,239,555				
11.50	11.50	\$1,143,479	\$2,245,888				
14.00	14.00	\$1,140,131	\$2,362,893				
-	-	\$1,500,000	\$2,700,000				
2.00	2.00	\$278,378	\$482,430	8	16	\$ 25,507	\$ 17,399
1.25	2.00	\$129,431	\$228,766	10	20	\$ 9,934	\$ 6,472
11.00	11.00	\$834,627	\$1,660,631	115	125	\$ 7,183	\$ 6,677
4.00	4.00	\$327,832	\$647,956	30	35	\$ 10,671	\$ 9,367
13.00	27.50	\$1,992,384	\$2,972,928	120	240	\$ 8,171	\$ 8,302
-	-	TBD	TBD				
-	-	\$1,250,000	\$1,750,000				
0.50	0.50	\$363,446	\$605,488				
-	-	TBD	TBD				
-	-	TBD	TBD				
-	-	TBD	TBD				
-	-	TBD	TBD				
-	-	TBD	TBD				
70.25	91.50	\$11,466,179	\$20,263,905	283	436		

\*Bargained Agreements to be submitted October 1, 2006.

\*\*Per FTE funding based on 2005-2007 new enrollment state funding levels of \$6,303 for undergraduate FTE and \$15,000 for graduate FTE inflated on an annual basis by Implicit Price Deflator.



State of Washington  
**Agency Budget Request Decision Package Summary**

(Lists only the agency Performance Level budget decision packages, in priority order)

**Agency:            380    Western Washington University**

8/28/2006  
11:03:29AM

**Budget Period:    2007-09**

**Decision Package**

<u><b>Code</b></u>	<u><b>Decision Package Title</b></u>
PL-AA	Advanced Materials Science & Engine
PL-AB	Biomedical Research In Neuroscience
PL-AC	Future Health Care Practitioners
PL-AD	Making College Possible
PL-AE	New Pathways to Graduation
PL-AF	Western's Waterfront Campus
PL-BA	High Demand-Cell & Molecular Biolog
PL-BB	High Demand-Early Childhood Educati
PL-BC	High Demand-Human Services
PL-BD	High Demand-TESOL
PL-BE	General Enrollment Growth
PL-CA	Faculty & Exempt Staff Compensation
PL-CC	R&R for a Diverse Workforce
PL-CD	R&R for Faculty and Exempt Staff
PL-DA	Bargaining Unit A-WFSE Clerical
PL-DB	Bargaining Unit B-WFSE Trades
PL-DC	Bargaining Unit PTE-PSE Professiona
PL-DD	Bargaining Unit D-PSE Supervisory
PL-DE	Bargaining Unit E-WFSE Supervisory

**DECISION PACKAGE TITLE: Advanced Materials Science and Engineering Center (AMSEC) for Research, Teaching and Development.**

**Agency Recommendation Summary Text:**

Materials science and engineering play a critical role in the Washington State economy. Professionals versed in this important field, which bridges chemistry, physics and engineering, are employed in industries ranging from aerospace to microelectronics, and biotechnology. Building on the strength of its science and engineering technology programs, Western will establish a new *interdisciplinary Advanced Materials Science and Engineering Center (AMSEC)*. AMSEC will provide an undergraduate-focused educational and research center unique within the State, training flexible professionals in an interdisciplinary environment who will be prepared to innovate, communicate, and solve problems at the intersection of traditional scientific disciplines.

**Fiscal Detail:**

	<b>2007-08</b>		<b>2008-09</b>		<b>2007-09</b>	
<b>RESOURCES</b>						
Fund 001, General Fund - State	\$	371,378	\$	941,417	\$	1,312,795
<b>Total Resources</b>	\$	371,378	\$	941,417	\$	1,312,795

**USES (EXPENDITURES)**

Faculty	\$	66,000	\$	277,200	\$	343,200
TA	\$	11,400	\$	35,910	\$	47,310
Classified	\$	69,000	\$	72,450	\$	141,450
Hourly	\$	-	\$	-	\$	-
Salaries and Wages	\$	146,400	\$	385,560	\$	531,960
Employee Benefits	\$	38,064	\$	100,246	\$	138,310
Goods and Services	\$	96,914	\$	195,611	\$	292,525
Equipment	\$	90,000	\$	260,000	\$	350,000
<b>Total Expenditures</b>	\$	371,378	\$	941,417	\$	1,312,795

**STAFFING FTE (B6)**

Faculty	1.00	4.00
TA		
Classified	2.00	2.00
Hourly		
<b>Total FTE</b>	3.00	6.00

**Description:**

Graduate schools offering doctorates in Materials Science, as well as industrial employers (e.g., aerospace, microelectronics, marine technology, bio-medical technology, etc.) continue to seek Washington graduates with cross-disciplinary research and training experience. The establishment and funding of the AMSEC (Advanced Materials Science and Engineering Center) at Western will provide students with a unique and unparalleled undergraduate experience in the state of Washington. These students will be more employable, and more attractive to graduate programs that ultimately feed the professional employment pipeline in Washington. They will not just graduate in physics or geology or engineering technology, they will graduate with a major in one of these disciplines, and a newly established minor degree in Materials Science, rare for undergraduates and yet highly desired by employers and graduate schools.

Materials scientists and engineers are involved at some stage in the design or manufacture of almost every modern product sold today. From advanced plastics for safer and more fuel-efficient aircraft and automobiles, to specialized alloys for medical implants, materials are often the “technology behind the technology”, helping enable innovation and improved competitiveness. At Western, materials science and engineering research programs include nanotechnology for petroleum refining and LC displays, composites for automotive and marine applications, and magnetic thin films for futuristic electronics devices, to list a few. Materials Science and Engineering is already an area of strength at Western, with over a dozen faculty and more than 30 students from multiple departments, involved in teaching and research.

For several years Western faculty have been laying the groundwork for establishing an organized center to coordinate and promote interdisciplinary activities. Western faculty involved in materials research have a strong track record of collaborative grant writing and funded research (with well over \$3M in research and equipment grants since 2001). Faculty were recently able to open a shared *materials characterization facility*, with state-of-the-art instrumentation for materials science research purchased through a \$398,000 National Science Foundation grant.

The primary goal of this decision package is to obtain sufficient funds to *establish* and fully staff the AMSEC. Implementation will occur over a two year period (2007-2009). In year one (2007-08), a program director will be appointed, a faculty member will be recruited, administrative and technical staff hired, and a curriculum review performed by Western’s internal curriculum review committees. In year two (2008-09), a second faculty member will be recruited, and the first students will be enrolled in the Materials Science minor.

The AMSEC will have three primary activities:

1) Faculty and students will conduct fundamental and applied research, and help attract additional Federal and private research funding. In addition to strengthening its well-regarded undergraduate research programs, the establishment of the AMSEC will also provide further impetus for the federal government to enhance its investment in undergraduate, graduate and faculty interdisciplinary research at Western related to Materials Science, since Federal grant funding is trending toward targeting interdisciplinary proposals. The key result is the production of well prepared students ready to contribute after graduation in a variety of high demand areas.

2) It will administer a new minor degree in Materials Science and Engineering. The needs of the workforce include all levels of technically skilled people; the AMSEC at Western will fill a need for employees with a strong applied science background at the undergraduate level, who are able to bridge the gap between researchers and engineers, and also contribute substantially to the pool of individuals well-prepared to enter PhD-level research programs in a variety of materials-related subjects.

3) It will help Western strengthen its connections with industry, and through a combination of R&D collaborations, by providing industry outside access to specialized instrumentation and well trained students, thereby encouraging the growth of a knowledge-based economy in the north Cascades region.

The requested funding will provide enhanced opportunities for students and enable the research, teaching, outreach, and other activities outlined above. The AMSEC and the new minor degree program will enhance the undergraduate experience for students by including hands-on research, coursework, and other activities focused on problems requiring expertise and skill sets from many different disciplines. Students will acquire broader problem-solving skills, and practical experience with a variety of instrumentation and other cutting-edge technological applications. Further strengthening the interdisciplinary approach will necessitate hiring specialized faculty who are trained across disciplines. The establishment and funding of AMSEC will enable Western to attract and retain highly sought after scientists who will receive joint appointments bridging two or more departments (e.g. geology/physics for a geo-materials specialist, chemistry/biology for a biomaterials specialist, etc.).

#### **Narrative Justification and Impact Statement:**

- a) How does this decision package contribute to Western's strategic plan?*  
Excellence and Engagement are two of the core values included in Western's 2006 Mission and Strategic Plan "Engaged Excellence". Western expects students to be actively involved in their own learning and encourages interdisciplinary collaboration. Strategic objectives of the new plan state that Western students and faculty will demonstrate engaged excellence by "supporting

teacher-scholars who integrate the highest quality of teaching, scholarship, and creative activities”, and “in interactive learning and the active participation of students in scholarly and creative activities”. The new AMSEC will operate on an interdisciplinary basis, and more importantly, the center will provide a forum for Western students to directly and actively participate in scholarly studies and research, thereby better preparing them for a productive future.

- b) *Performance Measure Detail.*** Outcomes measured by the AMSEC will include the number of minor degrees awarded, the employment of Western graduates with a Materials Science minor, the employment of Western graduates exposed to Materials Science and Engineering through the creation of the center, and the number of Western’s graduates who enter graduate school in advanced degree programs. AMSEC will also track the improvements in federal, corporate and private grant awards resulting from the creation of the center.
- c) *Reason for change.*** As mentioned above, materials science and engineering are already areas of special strength at Western, and much of the groundwork for establishing an organized center to coordinate and promote interdisciplinary activities has already been laid. With a recent \$398,000 National Science Foundation grant, state-of-the-art instrumentation was purchased and currently resides in a newly opened “shared materials characterization facility”. The creation of this new center will allow Western to take fuller advantage of this laboratory. The establishment of the AMSEC will provide a foundation for cross disciplinary effort, allowing for the creation of a Materials Science minor, an increase in the number of Western students impacted, and additional research, teaching, outreach and other activities necessary to fully develop this center at Western.
- d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** Students at Western will have an undergraduate opportunity that is very rare nationwide and currently not available in the state of Washington. The opportunity to minor in Materials Science in a program focused on undergraduates will provide the state with a pipeline of well educated students prepared for entry-level employment in a variety of industries including electronics, marine technology, aerospace, bio-medical technology (e.g., mending bones and prosthetics devices, etc.).
- e) *Impact on other state programs or other units of government.*** No impact.
- f) *Relationship, if any, to the state’s capital budget.*** There is no relation.
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.

- h) Does the package require WWU to propose legislation that will be related to the package?** No.
- i) Discuss alternatives explored by the university.** There is no viable alternative to the creation of the center. It is necessary to institute and fund the center in order to fully develop the interdisciplinary approach required to successfully implement the Materials Science minor, involve students in research, improve opportunities for additional federal and private grant funds, work more closely with regional technology companies, and achieve the other goals of this program.
- j) Budget impacts in future biennia.** A component of the decision package is one-time funding for equipment and set-up related to six new positions, including four faculty in the sciences. An amount of \$696,417 for FY 2008-09 will be ongoing and the decision package will result in a carry-forward budget impact in the following biennium or in 2009-2011. Carry-forward is estimated at \$415,040 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$696,417 and FY 2007-09 recurring costs of \$281,377.
- k) A distinction between one-time and ongoing functions and costs.** Adding a total of four new faculty in the sciences will require initial equipment and set up funds of \$75,000 per faculty member. Research specialization and teaching in the sciences is associated with a high need for laboratory equipments that needs to be purchased to support the work of each faculty member. The materials area is an equipment intensive area. Set-up funding is also required for the two classified positions (primarily furniture, supplies and equipment). Additionally, one-time travel funds of \$10,000 are included in this package for 2007-08 to conduct the faculty searches for the majority of these faculty who will be hired to begin at Western in academic year 2008-09. A sum total of \$335,000 in one-time funding is included in this package.
- l) Effects of non-funding.** Limited AMSEC activities, such as the continuation of requests for grant funds by individual faculty members, and limited student-based experienced with the materials characterization facility equipment recently purchased by NSF grant funds, will be possible. Without AMSEC funding the minor in Materials Science and the intensive research involvement this center will provide for students will not be available, therefore robbing industry of this pipeline of well trained employees. Additionally, the benefit of having a fully supported center to perform outreach to Washington industry, to coordinate interdisciplinary grant requests and to coordinate the Materials Science minor degree, will not be possible. A network of faculty and students interested in materials science will continue to interact and contribute on an informal basis only.

**DECISION PACKAGE TITLE: Biomedical Research Activities in Neuroscience (BRAIN).**

**Agency Recommendation Summary Text:**

BRAIN is a proposed interdisciplinary neuroscience initiative linking expertise of Western's biology and psychology departments to prepare students for biomedical research positions in academia and industry, as well as graduate programs in neuroscience, psychology, pharmacology, mental health counseling, and neurobiology.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 443,642	\$ 610,933	\$ 1,054,575
<b>Total Resources</b>	<u>\$ 443,642</u>	<u>\$ 610,933</u>	<u>\$ 1,054,575</u>

**USES (EXPENDITURES)**

Faculty	\$ 33,000	\$ 242,550	\$ 275,550
Exempt	\$ -	\$ -	\$ -
Classified	\$ 69,000	\$ 72,450	\$ 141,450
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	<u>\$ 102,000</u>	<u>\$ 315,000</u>	<u>\$ 417,000</u>
Employee Benefits	\$ 26,520	\$ 81,900	\$ 108,420
Goods and Services	\$ 65,122	\$ 184,033	\$ 249,155
Equipment	\$ 250,000	\$ 30,000	\$ 280,000
<b>Total Expenditures</b>	<u>\$ 443,642</u>	<u>\$ 610,933</u>	<u>\$ 1,054,575</u>

**STAFFING FTE (B6)**

Faculty	0.50	3.50
Exempt		
Classified	2.00	2.00
Hourly		
<b>Total FTE</b>	<u>2.50</u>	<u>5.50</u>

**Description:**

Biomedical advances in the neurosciences are destined to facilitate prevention and treatment of conditions such as schizophrenia, depression, Alzheimer's and Parkinson's disease, traumatic brain injury, and neurovascular disease. Recognizing the need to keep pace with the demand for quality undergraduate education in the neurosciences, the

Departments of Biology and Psychology at Western Washington University (WWU), established the Behavioral Neuroscience (née: Biological Psychology) program just over one year ago. The BRAIN initiative is proposed, in response to growing faculty, student, and public interest in this field, to further enhance biomedical research in neurosciences in Washington State.

Of special regional interest is that as Western's faculty worked on the development of the Behavioral Neuroscience program, St. Joseph's Hospital in Bellingham began development of the St. Joseph Neuroscience Center to serve Whatcom and surrounding counties. The new center will be located just minutes from Western's campus. Hospital administration and neurosurgeons slated to staff the Center are already working with WWU to develop teaching, learning, and research collaborations.

As of fall quarter 2005, Western students were for the first time able to obtain a BA degree in Behavioral Neuroscience offered as an interdisciplinary program through the biology and psychology departments. This degree program 1) prepares students for graduate programs in neuroscience, psychology, pharmacology, mental health counseling, and neurobiology, 2) provides a platform for health-care related graduate programs in medicine, dentistry, and physical and occupational therapy, and 3) as an end-point, provides a platform for entry-level biomedical research positions in academia and industry. Western graduated its first BA in Behavioral Neuroscience in Winter Quarter 2006. Over 100 students have declared this degree program as their area of interest. Students enter into the program their sophomore year after completing rigorous coursework in both the biology and psychology cores. There is tremendous interest in this program on the part of students and the biomedical industry. In order to grow the program, resources need to be invested in the upcoming biennium. Continued growth and excellence in the neurosciences at Western is severely limited by current staffing levels and a lack of resources to invest in the undergraduate research experience in this area.

Having launched the Behavioral Neuroscience program, confirmed its viability and the interest of employers and students, it is Western's objective now to build on this visible success through the BRAIN initiative. Without the additional resources requested in this decision package, Western will not be able to expand this program offering and accommodate student demand.

In year one or 2007-08, a part-time program director will be appointed from current faculty in order to grow the program. The director will be assisted by two support staff, clerical as well as a biomedical laboratory assistant. Equipment will be purchased and installed during this time period, faculty searches will take place, and the Director will provide advice to the many students interested in this major in order that these students will be well-prepared to enter the program by 2008-09.



By year two or 2008-09, it is anticipated that 3.00 new FTE faculty will be hired to accommodate new course offerings focusing specifically on neurosciences and to provide the required laboratory-intensive research experience: 1) a functional neuroanatomist with a primary appointment in psychology; 2) a developmental neurobiologist or neurophysiologist with a primary appointment in biology; and 3) a molecular neuroscientist, with a primary appointment in psychology. The valuable laboratory-intensive research experience that is currently available only to a select few of those students who can be accommodated within faculty's federally- or privately-funded research programs will become a standard for the graduates of Western's Behavioral Neuroscience program. Funding for BRAIN will allow us to respond to high demand from students and high demand from employers requesting these graduates.

**BRAIN at Western will develop the following three primary activities:**

1) Conducting fundamental and applied research, and helping to attract additional Federal and private research funding;

As indicated in the Washington Learns Steering and Higher Education Advisory Committee draft report (2006), "When the issue is R&D expenditures, Washington may not always be playing in the league it likes to think it is. The exception to the overall pattern is the University of Washington. For the rest of the state, in terms of funds from federal sources and funds from industrial and from institutional sources, it is hovering around the national average. When the subject is R&D funds from state and local sources, it really is not even at the table." Over the past six years, neuroscience faculty at Western received over one million dollars in research funding from the National Institutes of Health and private foundations. It is expected that recruitment of additional faculty, made possible by the BRAIN initiative, will strengthen Western's position as a significant competitor for federal and private research and development funding.

2) Building on the current program we will enhance the Behavioral Neuroscience program including current and new course offerings, and laboratory-intensive research opportunities for students; and

3) Strengthening Western's connections with Washington employers, the public and graduate schools in the health-related sciences, identified by the US Department of Labor as among one of the fastest growing areas of occupational employment, and one of the areas identified by the Prosperity Partnership.

**Service to Community.** During training, students in this degree program will have the opportunity to provide service to the community through internships in research laboratories and healthcare settings. They will also be able to educate the lay public about biological psychology through their participation in events such as Western's Family Open House, Western's participation in the annual Brain Awareness Week, and similar

outreach programs. Graduates of WWU Behavioral Neuroscience program will have the potential to serve the community through the application of their knowledge and technical expertise in a variety of healthcare professions and as researchers and educators. Less tangible but equally important is their anticipated informal service to the community as well-educated citizens. For example, graduates of this program will understand the neurobiological basis of psychiatric illness, drug addiction, and neurological disorders; by sharing this knowledge with fellow citizens in the community, our students will contribute to the efforts of the neuroscience research community to overcome the stigma frequently associated with such illnesses.

**A Recipe for Success.** The goals of the BRAIN initiative are consistent with the establishment of Washington State's Life Sciences Discovery Fund (Senate Bill 5581 or Chapter 424, Laws of 2005), intended "to promote the best available research in life sciences disciplines through diverse Washington institutions and to build upon existing strengths in the area of biosciences and biomanufacturing in order to spread the economic benefits across the state." Within this law, the legislature declared that it is "a clear public purpose and governmental function to promote life sciences research" and "to enhance the competitive position of Washington State in this vital section of the economy." The BRAIN initiative at Western will promote the state's efforts to improve the quality and delivery of healthcare for the people of Washington by producing skilled graduates to work in the biomedical area and by fostering the best available research.

**Washington Needs Life Science Specialists.** Creation and development of BRAIN at Western also converges with a growing need for life science specialists in Washington State. In the occupational employment projections to 2010, the US Department of Labor projects that "of the 30 fastest growing occupations, 17 are health-related and 10 are computer-related occupations". With the aging of the population and the fast pace of medical research and discovery, there is no reason to anticipate this need will be met or diminished. Similarly, the Washington Learns Steering and Higher Education Advisory Committee draft report (2006) confirms that "some of the fields in which the supply coming from the state's four-year institutions seems inadequate relative to projected demand include Engineering, Computer Science, Architecture, Health, and research and technical fields."

**Western's Graduates.** Consistent with these demands, Western's tracking of students graduating with an emphasis in Behavioral Neuroscience has confirmed that they are highly competitive for research positions and postgraduate training programs. To provide just one example, three of Western's graduates are currently employed by MDS Pharmacy Services in Bothell, Washington; and within the last month, MDS alerted Western to its interest in recruiting additional graduates. Numerous students have also gone on to pursue postgraduate training and academic research positions in the biomedical sciences, many at UW and WSU. Recognizing that the Behavioral

Neuroscience program has officially been available at WWU for only eight months, this record of accomplishments is impressive.

**Narrative Justification and Impact Statement:**

- a) ***How does this decision package contribute to Western's strategic plan?***  
Excellence and Engagement are two of the core values included in Western's 2006 Mission and Strategic Plan "Engaged Excellence". Western expects students to be actively involved in their own learning and encourages across-discipline collaboration. Strategic objectives of the new plan state that Western students and faculty will demonstrate engaged excellence by "supporting teacher-scholars who integrate the highest quality of teaching, scholarship, and creative activities" and "in interactive learning and the active participation of students in scholarly and creative activities". BRAIN will operate on an interdisciplinary basis, and importantly, will provide a forum for Western students to directly and actively participate in scholarly studies and research. In addition, BRAIN will help Western build broader connections to regional, national, and global communities through such activities as internships and applied scholarship.
- b) ***Performance measure detail.*** BRAIN's administrators will track the numbers of graduates, the number who find employment in the health sciences in Washington and elsewhere; the number of Western's graduates who enter graduate school in advanced degree programs in Washington and elsewhere; and, finally, expected and corresponding improvements in federal, corporate and private grant awards to Western resulting from BRAIN.
- c) ***Reason for change.*** Faculty from psychology and biology have established a foundation from which to build a well-coordinated interdisciplinary program that will provide a highly specialized technical and scientific education for many of Western's graduates, who, in turn, will be prepared to contribute to a high demand area in Washington State. Without resources, the program cannot be adequately maintained and certainly cannot be expanded.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Students at Western will have an undergraduate opportunity to specialize in a program that 1) prepares students for graduate programs in neuroscience, psychology, pharmacology, mental health counseling, and neurobiology; 2) provides a platform for health-care related programs in medicine, dentistry, and physical and occupational therapy; and 3) as an end-point, provides a platform for entry-level biomedical research positions in academia and industry in Washington.

- e) ***Impact on other state programs or other units of government.*** No direct impact, however, it is possible that graduates may be employed by state agencies focused on the health sciences.
- f) ***Relationship, if any, to the state's capital budget.*** One of Western's priority intermediate capital projects for 2007-2009 is a project called "Chemistry Building In-Fill". This project will provide up to a half-dozen additional faculty offices and research laboratories. It is anticipated that a portion of these new facilities (2-3 offices/labs) will be available to the biology department.

Additionally, Western's Psychology Department is slated to relocate to the newly funded but not yet constructed Academic Instructional Center (AIC), to be located on Western's south campus. The new quarters for the Psychology Department will include space for two new neuroscience researchers as well as research and teaching laboratories.

- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) ***Discuss alternatives explored by the university.*** There is no viable alternative to fully funding this program initiative. Without these new funds, growth in the program will be limited, it will not be possible to meet student and employer interest in this high demand area. Western faculty will continue to compete for critical research funding; however, without the coordinated efforts of BRAIN including new faculty, Western's efforts in this area are not sustainable.
- j) ***Budget impacts in future biennia.*** A component of the decision package is one-time funding for equipment related to the new hire of faculty and staff. An amount of \$256,000 in FY 2007-08 is one-time, and will not impact future biennia. An amount of \$ 610,933 in FY 2008-09 is recurring and will result in \$167,291 in carry-forward requirements for the 2009-2011 biennium.
- k) ***A distinction between one-time and ongoing functions and costs.*** An amount of \$256,000 is one-time funding for faculty set-up and special equipment for 3.00 new faculty FTE is requested for FY 2007-08. Technological advances have been instrumental in opening new doors to the study of brain-behavior relationships. A goal of the proposed program is to introduce students to 'cutting-edge' technologies in behavioral neuroscience.

For example, students will be able to use a variety of computer programs designed to enhance teaching/learning about biological psychology (i.e. electrophysiology software such as Neuroscope; statistical software such as SPSS; or the Digital Anatomist's Brain Atlas). In addition, laboratory classes will provide students with an opportunity for 'hands-on' experience with technology used to study chemical and electrical signaling in the nervous system (i.e. in vivo microdialysis, electrochemistry, and electrophysiology), its structural organization (i.e. staining and tract tracing of neural tissue; computerized image analysis), and various types of behaviors (i.e., drug self-administration; automated activity monitors). Finally, students will develop an understanding of the principles, uses, and limitations modern neuroimaging techniques such as PET (positron emission tomography) and MRI (magnetic resonance imaging).

Practical experience with, and a theoretical understanding of, the technology prominent in modern behavioral neuroscience research will 1) facilitate learning of complex principles underlying our current understanding of brain/behavior relationships; 2) enhance the competitiveness of our students for advanced degree programs and jobs; and 3) allow students to be informed consumers of modern health-care technologies that they may be exposed to in their personal lives.

- l) Effects of non-funding.* WWU would not be able to offer degree opportunities for students in Western's Behavioral Neuroscience program and there will be limited opportunities to meet high demand from students and employers in the biomedical sciences. The undergraduate research intensive training that makes this such a unique opportunity for students will be severely limited. This would include activities associated with student advising, seeking grants, and outreach to the health science industries in Washington. We would not be able to respond to the industry demands for well trained graduates ready to work in the biomedical research industry; the pipeline for future science and medical professionals would be limited.

**DECISION PACKAGE TITLE: Creating a Pipeline for Future Health Care Practitioners.**

**Agency Recommendation Summary Text:**

Through targeted investment, Western Washington University will assist the State in increasing the number of health care practitioners in Washington by preparing and placing its baccalaureates in graduate or post-baccalaureate professional programs in a variety of health care occupations and the health sciences.

**Fiscal Detail:**

	<b>2007-08</b>		<b>2008-09</b>		<b>2007-09</b>	
<b>RESOURCES</b>						
Fund 001, General Fund - State	\$	1,285,434	\$	954,121	\$	2,239,555
<b>Total Resources</b>	\$	1,285,434	\$	954,121	\$	2,239,555

**USES (EXPENDITURES)**

Faculty	\$	429,000	\$	450,450	\$	879,450
Exempt	\$	-	\$	-	\$	-
Classified	\$	15,500	\$	16,275	\$	31,775
Hourly	\$	-	\$	-	\$	-
Salaries and Wages	\$	444,500	\$	466,725	\$	911,225
Employee Benefits	\$	120,120	\$	126,126	\$	246,246
Goods and Services	\$	407,314	\$	340,270	\$	747,584
Equipment	\$	313,500	\$	21,000	\$	334,500
<b>Total Expenditures</b>	\$	1,285,434	\$	954,121	\$	2,239,555

**STAFFING FTE (B6)**

Faculty	6.50	6.50
Exempt	0.50	0.50
Classified	0.50	0.50
Hourly		
<b>Total FTE</b>	7.50	7.50

**Description:**

There is a documented shortage of health care practitioners in the State of Washington and Western is poised to play a significant and increasing role in developing a pool of health care employees and professionals. *Health Care Services Infrastructure* reports that only about two-thirds of the health professionals trained in Washington end up practicing in-state. Research tells us that where people get their training strongly impacts

where they practice. In a 2005 job vacancy survey in Washington State, there were 8,918 vacancies in the health care practitioners and technical group which included occupations such as chiropractors, pharmacists, physicians, physician assistants, podiatrists, registered nurses, physical therapists, occupational therapists and veterinarians. Twenty-one percent of these jobs remained vacant 60+ days after announcement. Additionally, the health care industry reported more than twice as many openings in health care jobs as the other industries in the State (April-May 2005 survey) with registered nurses being the occupation with the highest number of total vacancies. (Source: *Washington State Job Vacancy Survey*).

Health care occupations that previously required a bachelor's degree level -- such as occupational therapy, physical therapy and physician assistant -- now require a master's or doctoral degree as the entry to the profession. Direct-entry master's degrees in nursing are also developing across the country at a rapid pace. Students entering medical school, dental school and chiropractic college, primarily enter with undergraduate degrees. Broadening the scope of preparation for health care occupations places more of a role on undergraduate institutions such as Western to serve as the pipeline for these careers. Western seeks to develop a structured and intensive pathway to prepare and guide interested students toward careers in these high demand health care fields. Western Washington University's Pipeline for Health Care Practitioners will enhance student preparation and will ensure that our students will be competitive for graduate degree programs and employment in the health care arena.

Western Washington University's Pipeline for Health Care Practitioners initiative proposes to develop specific academic and advising programming for students with an interest in entering health care occupations. This will include intensive work with the community college system to ensure that students with an interest in health care professions who enter Western with direct transfer associate degrees are guaranteed success by increasing access to the sciences and social sciences; developing an advising tracking system; the provision of specific and mandatory advising in the health care area; and additional faculty support in departments where pre-health care students are majoring. These actions will increase the opportunities for students entering health care occupations from Western and will contribute to solving statewide shortages in these occupations. **Investment is required in the following areas:**

- 1) *Working with the Community Colleges.* In order to ensure that community college students with direct transfer associate degrees expressing an interest in health care occupations have a significant number of the prerequisites completed, Western will enhance communication with community colleges and lead a new initiative to develop articulation agreements.

There are approximately fifty credits in the sciences and in the social sciences that are common prerequisites for entry into health care occupations. All of these courses are

available in the community college system and in the four-year institutions. It will be critical to develop curricular materials for community college transfers pursuing degrees related to the health sciences; and to initiate discussions with community colleges on an associate degree transfer articulation agreement for health care and allied health education tracks.

A closer working relationship with the community college system will ensure that students entering Western with a direct transfer associates degree who have an interest in the health care occupations will arrive with a high percentage of the prerequisites completed. Western will provide community colleges and transfer students with regular updates on preparation for entry into the health care occupations, updating prerequisites that may change, and adding prerequisites for new health care occupations. Western will monitor the success of transfer students in completing majors in timely manner, and the success of transfer students in becoming health care practitioners. Western will enhance its ongoing relationships with health care occupation education programs across the country to ensure that this curricular path is meeting the entry requirements to a variety of health care occupations.

Developing new transfer articulation agreements require that Western administrators, faculty and advisors work closely and intensively with community college administrators, faculty and advisors on all issues surrounding certification of the associate degree to be offered. Coordination efforts will continue on a permanent basis after the agreement has been established.

- 2) *Establishing an Introductory Course on Health Care Professions.* Western is responding to increased interest in the health care profession by students and the industry by establishing an introductory course within Western's general university requirements to expose students to the health care professions, to the required coursework for successful completion of such degrees, and to the opportunities for internships and scholarship within these fields. Many students express initial interest in these fields but are eventually sidetracked by the significant requirements in the sciences. It is critical that students learn early on how science and the health fields are related and inter-dependent. This introductory course will be provided in each of the three academic quarters and will be housed in biology, exercise science, or in health. A .50 FTE faculty position will be required to teach this course.
- 3) *Academic Advising.* Mandatory academic advising for all students expressing an interest in health care occupations, including pre-med, by the end of their first year at Western. Advisors will work with students on curricular planning that merges the health care occupation prerequisites with major and general university courses. This is important so that students can complete their degree in a timely manner and to be fully prepared for entry into professional degree programs. A .50 FTE faculty advisor will be required to lead the pre-med / health sciences advising initiative at Western, as



well as .50 FTE pre-health/program coordinator to help focus students who are interested in health care occupations. Additional health sciences faculty advisors in each of the following four majors would also be required: Anthropology, Biology, Community Health, and Exercise Sciences (.50 FTE).

- 4) *New Faculty to Improve Access to Health Science Prerequisites.* Fifty credits of science prerequisites are required for students for entry into health care educational programs. The prerequisite courses for health care education are located in Chemistry, Physics, Biology and Psychology, and some students enter the health care educational programs directly from these majors. It is necessary to add 3.00 FTE faculty in these areas to accommodate the increasing demand (1.00 cell physiologist, 1.00 inorganic chemist, 1.00 FTE biophysicist).
- 5) *New Faculty to Improve Access to Majors that are Pipelines to Allied Health Professions in Washington.* Additional faculty (2.00 FTE) are required to meet the demands of students wishing to enter health care educational programs from a variety of high demand majors. High demand majors on Western's campus from which students enter the health care professions are the B.S. degree in Exercise Science (a gateway degree for entry into the allied health professions such as physical or occupational therapy), the B.S. in Community Health (a gateway degree to enter into Nursing) and the B.S. or B.A. in Biology /Anthropology (a gateway degree to entry into medical school).
- 6) *Internships and Field Experience.* Preparation of students for careers in health care occupations will require internships and field experiences working with professionals in the field. Annually, students in the College of Humanities and Social Sciences contribute an average of 150,000 hours working with over 200 agencies in the region. These placements have included over 10 hospitals and 60 physical therapy clinics. A .50 FTE is required to assist students with applications for health care occupation programs, to coordinate health fairs, to establish relationships with professional educational programs and to coordinate internships and placement of students.

#### **Narrative Justification and Impact Statement:**

- a) *How does this decision package contribute to Western's strategic plan?* The Pipeline for Health Care Practitioners proposal supports the mission of Western Washington University in multiple ways: by providing a high quality learning and support environment for students seeking educational opportunities in the health care occupations; by seeking to increase the scope of existing outreach and collaborative efforts locally and nationally; by featuring a strong community service component that will support undergraduates who plan to enter careers which will directly serve the needs of the citizens of the state; and through the establishment of a more

structured health care occupation program, assisting the state in providing much needed workforce enhancement in health care fields.

This program also supports Western's strategic actions by:

- ***Recruiting and retaining high quality students.*** Many students interested in pursuing health care occupations are outstanding students and by providing a clear programmatic avenue for pursuit of these careers at Western, recruitment and retention efforts can be strengthened. This program will also improve advising and support services for undecided students who have expressed some interest in health care occupations and for high quality transfer students.
- ***Building collaborative relationships with off-campus communities.*** The foundation of this program will be based on a significant community experience, modeled after the success of current programs. This will include the development of internships and fieldwork placements, developing a mentorship program, bringing community speakers to campus, and providing outreach activities to the community. To be successful in a preparatory program for health care occupations requires a strong partnership with professionals in the field.
- ***Become more diverse and enhance opportunities for students to understand and participate in diverse societies.*** An important piece of any health care occupation is an appreciation of diverse views and cultures. There will be attention paid to both the diversity of the student population served by this program as well as the community avenues for placements where students can "experience different communities". Internship and field experience placements in local agencies such as Sea Mar and Interfaith are examples of quality placements that provide a diverse perspective.

**b) *Performance Measure Detail.*** The growth of graduates that enter the health care fields will be tracked. Specifically, administrators will monitor the number who find employment in the health sciences in Washington and elsewhere; as well as the number of Western's graduates who enter graduate school in advanced degree programs in the health sciences in Washington and elsewhere. It is proposed that an online advising and tracking system be implemented to monitor student interest, student success rate in attending graduate and post-baccalaureate programs in the health care occupations and alumni employment in the state of Washington.

**c) *Reason for change.*** Professional educational programs for health professions in the State have not expanded significantly to meet the demands of health care workforce needs. For example, in 2003, the education programs in the state reported 56 graduates in occupational therapy, 93 physical therapy graduates and 68 graduates in

physician assistant and these numbers were lower than the number of graduates in 2000 except for a small increase in the physical therapy graduates. (Source: Health Professions Education in Washington State: 1996-2004 Completion Statistics, Center for Health Workforce Studies, University of Washington, School of Medicine, Department of Family Medicine).

- d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** A 2005 workforce survey of Washington State Hospitals points to growth in employment needs for most hospital occupations. Beyond the number one need for more nursing staff, more than half of the hospitals reported difficulty in recruiting specific health professionals such as occupational and physical therapists with 162 and 102 vacancies still needing to be filled, respectively. The careful development of undergraduates expressing interest in these fields should assist the state in growing the graduates needed for these occupations. (Source: *Washington State Hospitals: Results of 2005 Workforce Survey*, Center for Health Workforce Studies, University of Washington, School of Medicine, Department of Family Medicine)

Additionally, it has been documented that Western students are interested in pre-dentistry, pre-nursing, pre-pharmacy, pre-physical therapy, pre-occupational therapy, and pre-medicine. In Spring 2006, 357 Western students indicated an interest in these health care occupations; and there are high enrollment levels in at Western in the majors supporting students pursuing health care occupation careers. For example, as of Spring 2006, there were 140 students pursuing a pre-physical therapy specialization in exercise science.

Supporting this package will enhance Western's ability to pursue federal, state and private grant opportunities in support of these activities.

- e) *Impact on other state programs or other units of government.*** No impact.
- f) *Relationship, if any, to the state's capital budget.*** None.
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) *Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) *Discuss alternatives explored by the university.*** There is no viable alternative to fully funding this program initiative. Without these new funds, Western will be unable to significantly increase its support for students interested in careers in the health care industry. Western has been working with its Foundation in developing scholarship support for students planning to enter medical, nursing, or physical

therapy professions and this enables us to recruit highly qualified individuals for these three career tracks. We will continue to work with the Western Washington University Foundation to solicit additional scholarship funding in this area.

- j) ***Budget impacts in future biennia.*** An amount of \$954,121 in FY 2008-09 will be ongoing and the decision package will result in a carry-forward budget impact in the following biennium or 2009-2011. Carry-forward is estimated at \$38,187 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$954,121 and FY 2007-08 recurring costs of \$915,934.
- k) ***A distinction between one-time and ongoing functions and costs.*** An amount of \$369,500 in FY 2007-08 is one-time for travel, equipment and set-up costs related to the new hire of 7.50 FTE faculty and staff. A permanent budget level of \$954,121 for FY 2008-09 to cover salaries and all operating costs will be ongoing.
- l) ***Effects of non-funding.*** The high numbers of students who currently express an initial interest in the health sciences, especially leading to a career as a health care practitioner, will not be fully supported toward completing degrees in these areas. Many students who express an interest in health care fields upon entering Western are not aware of how they can utilize a degree at Western as a stepping stone to a health care occupation. Without the enhancements proposed in our Pipeline for Health Care Practitioners proposal native students and transfer students will not accomplish their goals in a timely and efficient manner, and meet the pipeline needs for health care professions in this state.

**DECISION PACKAGE TITLE: Increasing Access for Underserved Populations: Making College Possible**

**Agency Recommendation Summary Text:**

Western requests funding for Making College Possible, an innovative and integrated program designed to recruit and retain traditionally underserved populations. In partnership with P-12 education, Western will increase access to higher education for academically qualified at-risk and underserved students by providing a seamless process of support from early outreach through college graduation. Components of the program will “open eyes and doors” to higher education for students and their families throughout the state.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 1,102,409	\$ 1,143,479	\$ 2,245,888
<b>Total Resources</b>	<u>\$ 1,102,409</u>	<u>\$ 1,143,479</u>	<u>\$ 2,245,888</u>

**USES (EXPENDITURES)**

Faculty	\$ 214,500	\$ 225,225	\$ 439,725
Teaching Assistant	\$ 10,000	\$ 10,500	\$ 20,500
Exempt	\$ 280,000	\$ 294,000	\$ 574,000
Classified	\$ 32,000	\$ 33,600	\$ 65,600
Hourly	\$ 12,000	\$ 12,600	\$ 24,600
Salaries and Wages	\$ 548,500	\$ 575,925	\$ 1,124,425
Employee Benefits	\$ 142,610	\$ 149,741	\$ 292,351
Goods and Services	\$ 356,299	\$ 412,313	\$ 768,612
Equipment	\$ 55,000	\$ 5,500	\$ 60,500
<b>Total Expenditures</b>	<u>\$ 1,102,409</u>	<u>\$ 1,143,479</u>	<u>\$ 2,245,888</u>

**STAFFING FTE (B6)**

Faculty	3.25	3.25
Teaching Assistant	0.25	0.25
Exempt	7.00	7.00
Classified	1.00	1.00
<b>Total FTE</b>	<u>11.50</u>	<u>11.50</u>

**Description:**

Making College Possible is an innovative program that reaches out to students in the state’s lowest participating population groups, and offers information, mentoring, and support designed to “open eyes and doors” to higher education for them and for their families. It begins by utilizing existing resources – specifically, student teaching interns and practicum students within Western’s highly recognized Woodring College of Education, and Western alumni – to mentor

and encourage P-12 students to begin thinking about college enrollment at an early level. Currently, Western places approximately 1,000 student teachers and practicum students each academic quarter in P-12 classrooms in Whatcom and Skagit counties, as well as in Seattle, Everett, Oak Harbor, and Bremerton.

Through Making College Possible, the Woodring College of Education will build a curricular component into its Teacher Education program to provide student teaching interns and practicum students with specialized training in the identification and mentoring of students who have been traditionally underserved in higher education. They will apply this training during their internships and practicum experiences, with the support of their internship coordinators and practicum supervisors. This built-in process of mentoring and encouragement for P-12 students will not only help to increase the pipeline for **all** institutions of higher education in the state, but it will also allow Western to conduct early outreach that creates interest and excitement about a future that includes higher education. Upon graduating, these student teachers and practicum students will provide a pool of applicants to fill Washington's need for teachers who have experience in and understanding of the importance of mentoring non-traditional students early in their learning. The impact of this portion of the program is expected to have a ripple effect that will continue to expand as each new class of Woodring graduates enters the teaching field.

Once students have been identified for inclusion in the Making College Possible program, up to 250 per year will be targeted by Student Outreach Services for early outreach programming that is tailored to their particular age and/or grade level. Younger students may be invited to campus with their parents to experience Western's world-renowned education and arts programs. They may also have contact with student mentors and/or staff from Student Outreach Services. As students become older, they will be invited to attend a summer SPY (Summer Programs for Youth) Camp that focuses on a particular academic area. These camps give students an opportunity to experience a one-week residential program in academic areas such as geology, theatre, or computer science. SPY Camps are conducted on Western's campus, and allow for an introduction to the "college experience." Funding will be provided for students with financial need. Throughout the upper elementary and middle school years, students and their parents will receive periodic information regarding Making College Possible.

Once students reach the high school level, the amount of contact will increase as students and their high school counselors are provided information that will help them prepare for college through high school courses. By their junior or senior year, students will have an active relationship with an Admissions Counselor at Western and will be provided information relative to options for higher education across the state, as well as for financial aid. Some students will be referred to community colleges, based on their individual circumstances; others will be offered admission to Western. Students admitted to Western through the Making College Possible program will receive financial support that ensures fully-funded access to higher education.

Each year, a total of 50 traditionally underserved students will be added to Western's growing diverse population through the Making College Possible program. Prior to beginning their first year at Western, admitted students who are at-risk academically will be invited to take part in a

week-long intensive preparation experience on campus. Once enrolled, all students will be invited to take part in a specialized Freshman Interest Group, which will include a seminar designed to strengthen their integration into higher education and life at Western. They will also receive expanded academic and social support – including mentoring, advising, tutoring, and enhanced opportunities for faculty-student interaction – and will be tracked individually to ensure their retention and graduation from postsecondary education. As noted by Ernest Pascarella and Patrick Terenzini in *How College Affects Students: A Third Decade of Research*, a synthesis of more than 2,500 studies in higher education, research consistently indicates that comprehensive support and retention programs that “offer at-risk students a broad array of services and programs intended to promote academic adjustment, persistence, and degree completion” have a “statistically significant effect on student persistence” (p. 405).

The Making College Possible program will be carefully assessed and measured for success, and the outcomes will be broadly shared to expand our understanding of the interventions that are most successful in increasing students’ participation in and graduation from postsecondary education. This particular decision package is unique in its utilization of student teachers and practicum students – who will take the training they receive in identifying and mentoring traditionally underserved students with them when they become full-time teachers – as well as in the holistic approach by which students are moved through the program from elementary school to higher education. Best practices from the program will be shared statewide.

Making College Possible is designed to create a ripple effect, and has the potential to reach thousands of underserved and traditionally underserved students in the state, by developing a cadre of newly-trained teachers who have been a part of the mentoring process at a variety of levels in the P-12 system. It also directly supports recommendations made in the recent report of the Washington Learns Steering Committee, *Making the Grade: Washington Higher Education and the Global Challenge*.

As noted in that report, Washington must focus its efforts on “getting more people into higher education on the front end.” (p. 5). Moreover, to “increase participation rates markedly and dramatically improve the inflow,” Washington’s four-year public colleges must engage in “aggressive outreach efforts to the lowest-participating population groups (especially those that are growing fast),” and offer “ample financial aid” (*Making the Grade*, pp. 13-14).

On March 13th, 2006, in a speech before members of Washington Learns Steering Committee, Governor Gregoire suggested that our state needs an integrated system that binds early education, K-12, and higher education together. She went on to say that “Right now...we need to take up the challenge from Bill Gates and create an educational system for tomorrow’s workforce – not yesterday’s.” Making College Possible seeks to do just that...to ensure access and success in higher education, in partnership with P-12 education, for the state’s future college age population. By doing so, we will – in the words of Governor Gregoire – “create a world-class education system” and have a well-trained, educated, modern workforce.

## **Narrative Justification and Impact Statement**

- a) ***How the Package Contributes to Western's Strategic Plan?*** Western's Strategic Plan emphasizes engaged excellence, with core values that focus on diversity, engagement, community service, integrity, and innovation. Through its Strategic Actions, the Plan outlines a clear commitment to recruiting and retaining talented students from diverse backgrounds. This commitment is evident in existing programs such as Student Outreach Services, the Center for Educational Pluralism, the Multicultural Achievement Program, and the Ethnic Student Center. Making College Possible supports the needs of citizens of the state, and will encourage civic engagement, leadership development, effective citizenship, and social responsibility while increasing the public and alumni connection to Western. The program will also contribute to advancing Washington's future economic vitality, as well as to advancing the university's Strategic Plan.
- b) ***Performance Measure Detail.*** Making College Possible is expected to have a long-term, sustained impact on Western's performance measures, specifically on retention rates, graduation rates, and degrees awarded for underserved students. The program is designed to grow over a five-year period, and will have its greatest impact – in time – on the number of underserved students who are encouraged and prepared to enroll at four-year colleges/universities and community colleges in the state, including Western Washington University. The five-year enrollment target for Western is a minimum increase of 250 enrolled underserved students. The first-year retention target – that is, the percent of students who remain enrolled in an institution of higher education at the end of their first year – is 80 percent. Additional measures will be developed for graduation rates and degrees awarded.
- c) ***Reason for Change.*** The state's demographics are undergoing rapid and dramatic change. In 2003, the most recent year for which data is available, Washington ranked fourth in the nation in total minority population growth. The two counties immediately surrounding Western Washington University – Whatcom County and Skagit County – are among the top ten fastest growing counties in the state for American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and Multiracial individuals. Coincidentally, as this growth has occurred, the percentage of Whatcom County residents living in poverty has become among the highest in the state – higher, in fact, than any county in the Puget Sound region. And, according to new Census Bureau estimates, the rate is going up.

National and statewide demographic trends indicate that most of the growth in the future college-age population is occurring among students of color and students from low-income homes. Research demonstrates that socioeconomic status plays a critical role in students' ability to attend and graduate from college. A 2001 study by the Advisory Committee on Student Financial Assistance found that less than half of highly qualified low-income high school graduates enrolled in a four-year college after graduation, compared with almost three-quarters of their peers from high-income families. A more



recent study by the Pell Institute for the Study of Opportunity in Higher Education found that only 6% of low-income students can expect to earn a bachelor's degree by age 24. For wealthy students, it's 51%. Two primary obstacles to access and success in higher education for low-income students are unmet financial need and insufficient information, mentoring, and encouragement.

Currently, Washington ranks 45th in the nation in the percentage of its 17 and over population enrolled in public four-year colleges and universities. The situation is especially troubling in certain parts of the state. A look beyond Whatcom Country, to Western's surrounding counties – including Skagit, Snohomish, Island, Clallam, San Juan, and Jefferson counties – reveals higher education participation rates that are well below the state average. If Washington's higher education system is to effectively meet the state's needs, and increase the number of residents who attend and graduate from four-year colleges and universities, steps must be taken to “open the pipeline” and increase access to higher education for students from at-risk and underserved populations.

- d) *Impact of Change on Students, State Citizens, and Services Provided by WWU.*** Western currently engages in outreach to academically qualified at-risk and underserved students in the state and provides ongoing academic and social support to those who have enrolled, through institutional programs coordinated by the Admissions Office and Student Outreach Services, and statewide programs such as the Governor's Scholar and Washington Achievers' Programs. Additional resources will allow Western to grow and build upon these efforts, and to be intentional in reaching out to underserved students in the state.

Making College Possible is anticipated to have a positive impact on underserved students in the state, “opening eyes and doors” to higher education for them and their families, and making available the “social and economic benefits accrued through college attendance and degree completion” [as noted by Ernest Pascarella and Patrick Terenzini in *How College Affects Students: A Third Decade of Research*]. The program will also positively impact current Western students, providing opportunities for them to serve as mentors, tutors, and advisors; take part in structured internships; and benefit from increased levels of service and faculty-student interaction.

- e) *Impact on Other State Programs or Units of Government.*** Making College Possible will positively impact the academic success of students enrolled in Washington's P-12 schools by creating accessible pathways to college. In addition, it will support existing and future intervention programs administered by the Superintendent of Public Instruction to “close the achievement gap” for students from underserved populations.

The proposed program will positively impact other colleges and universities in the state, by building on the research that has been done on effective models for increasing access and success in higher education, and by opening the higher education pipeline.

Making College Possible represents a critical investment in the future of the state. As such, it will benefit both the private sector, and state and local governments, by producing qualified college graduates and meeting Washington's future social, educational, and economic needs.

- f) Relationship, if any, to the State's Capital Budget.* The renovation of Miller Hall, Western's top major project priority in the 2007-09 Capital Budget request will provide the adaptive reuse necessary to accommodate the Making College Possible initiative.
- g) Revisions Required in an Existing Statute, Washington Administrative Code Section, or State Plan in Order to Implement the Change.* None.
- h) Legislative Changes Needed.* None.
- i) Alternatives Explored By the University.* Over the years, the university has worked diligently to maximize the efficient use of existing financial, staffing, and technology resources in its operating budget. In September 2004, the Division of Student Affairs and Academic Support Services underwent a strategic realignment of staff and resources, shifting organizational structures and reallocating resources to better support the needs of underserved and underserved students in the state. Additionally, through partnerships with P-12 schools and other education agencies, the Woodring College of Education has been able to provide some support for the academic achievement of middle and high school students. At this time, however, there is no room in the university's operating budget to redirect additional resources to this significant initiative.
- j) Budget Impacts in Future Biennia.* Recurring FY 2008-09 costs in the amount of \$1,143,479 General Fund-State will be required on an annual basis to support staffing and operating expenses for this program. Additionally, there will be a carry-forward impact of \$41,070 General Fund-State in the 2009-2011 biennium.
- k) A Distinction Between One-Time and On-Going Functions and Costs.* A one-time expenditure amount of \$55,000 General Fund-State is indicated in 2007-08 for faculty and staff office furniture and equipment. All other expenditures are permanent and on-going.
- l) Effects of Non-Funding.* Without funding, Western will be unable to develop a comprehensive program, in partnership with P-12 education, to increase access to higher education for academically qualified at-risk and underserved student populations in the state. As a consequence, the state's ability to adequately meet future social, educational, and economic needs – namely, preparing for the growth of a knowledge-based economy that will require workers to have higher levels of education – may be compromised.

**DECISION PACKAGE TITLE: New Pathways to Graduation.**

**Agency Recommendation Summary Text:**

*New Pathways to Graduation* proposes investing resources to help eliminate obstacles that Western students--both first year and community college transfers--currently face in 1) enrolling in the major of their choice; 2) completing their degree requirements, and 3) graduating on time.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 1,222,762	\$ 1,140,131	\$ 2,362,893
<b>Total Resources</b>	<u>\$ 1,222,762</u>	<u>\$ 1,140,131</u>	<u>\$ 2,362,893</u>
<b>USES (EXPENDITURES)</b>			
Faculty	\$ 132,000	\$ 138,600	\$ 270,600
Exempt	\$ 240,500	\$ 252,525	\$ 493,025
Classified	\$ 188,500	\$ 197,925	\$ 386,425
Hourly	\$ 30,000	\$ 30,000	\$ 60,000
Salaries and Wages	\$ 591,000	\$ 619,050	\$ 1,210,050
Employee Benefits	\$ 153,660	\$ 160,953	\$ 314,613
Goods and Services	\$ 395,102	\$ 352,128	\$ 747,230
Equipment	\$ 83,000	\$ 8,000	\$ 91,000
<b>Total Expenditures</b>	<u>\$ 1,222,762</u>	<u>\$ 1,140,131</u>	<u>\$ 2,362,893</u>
<b>STAFFING FTE (B6)</b>			
Faculty	2.00	2.00	
Exempt	6.50	6.50	
Classified	5.50	5.50	
Hourly			
<b>Total FTE</b>	<u>14.00</u>	<u>14.00</u>	

**Description:**

The primary goal of this decision package is to assist entering freshman and transfer students obtain their degrees in a more efficient manner through improved advising and improving access to majors.

Investment in this decision package will benefit students, parents and the state of Washington: earlier graduation means that a) state expenditures, including financial aid, will be less per graduate; b) Western will be able to make room for more first year and transfer students, increasing statewide access; c) there will be more qualified graduates

for Washington employers to hire; and d) student and/or parental expenses (or indebtedness) will decline.

Several initiatives to help move students along their chosen pathways to graduation are proposed in this decision package: increasing efficiency while helping students select majors earlier in their college years; assisting students to remain on track; and helping students to complete required coursework on time. These goals apply to students who transfer from community colleges to Western and to native Western students. Of paramount importance, as recently identified by Washington Learns, are consistent and fully-funded communication strategies to help students enter and maintain efficient pathways to degree.

There are currently a variety of obstacles to students completing their degrees. Students may be working too many hours; they may have personal, family or financial problems; students may be delayed because they cannot enroll in the courses that they need to graduate; or they may be delayed because they are unsure of what major to declare and how to effectively plan to complete requirements for the major.

In order to address these concerns, *New Pathways to Graduation* requires the following investments:

**1) Improving academic advising in order to provide students with early planning targets as well as regular monitoring of progress towards degree goals.**

Students could make better and earlier academic decisions and could complete coursework more efficiently if they received more intensive, regular, and earlier academic advising.

Washington Learns' Subcommittee on Transitions indicates that “students need clear and consistent communication about the choices that must be made to move along their transfer pathways” and that “keeping pace with the communication demand is a significant challenge”. Keeping pace with the communication demand is difficult for all students (transfers or native), faculty and administrators.

*Declaring Majors.* Institutional data at Western clearly shows that the later a student declares a major, the longer it takes for them to graduate. Additionally, the more times students change majors, the more credits they graduate with and the longer it takes them to receive their degrees.

*Freshmen.* For freshmen, years to degree are 4.5 for those who stay in their first declared major, 4.9 for those who change majors once and 5.1 for those who change twice. 13.5% of the freshmen who change majors once and 17.9% of the freshmen who change majors twice graduate with over 125% of the credits required for their degree.

*Transfer Students.* Years to degree for transfer students are 3.1 for those who stay with their first declared major, 3.4 for those who change once and 3.3 for those who change twice. Transfers who change majors are much more likely to graduate with more than 125% of the credits they need for their degrees. 16.1% of those who change majors once graduate with over 125% of required credits and for those who change twice it jumps to 19%.

*Transfer Student Issues.* A majority of transfer students at Western experience significant transitional needs. Additionally, transfer students generally declare their majors later than students who enter Western as freshmen and average 2.9 years to degree after arriving at Western. Because of the wide range of ages, educational experiences and cultural backgrounds, transfer services and programs need to reflect a number of different approaches and learning styles; and need to develop a variety of formats and delivery methods in order to insure that these students graduate on time.

While tremendous progress has been made to help transfer students make better progress toward their degrees (such as major ready pathways; better articulation agreements in math, science, elementary education, and business; timely transfer credit evaluations; and increased attention to the needs of transfer students), Western has identified areas that would better facilitate students' transition to Western by (1) focusing enhanced advising to transfer students who come to Western undeclared or not yet admissible to a major (2) increasing coordination/connection between Community Colleges and Western Washington University academic departments and (3) providing tools for development of course planning for incoming students and academic departments.

**Proposed Solutions:**

- a) Additional Academic Advisors. Academic Advising for transfer students is shared by Admissions, Academic Advising and the Academic Departments. To more adequately serve Western student needs, we propose adding six additional full-time advisors--four FTE to provide general advising and two FTE to work specifically with transfer students. This level of staffing would make it possible for students to meet with an advisor on a regular basis, and to provide liaison to Western's major feeder community colleges to ensure that prospective students receive the necessary information and support needed to be "major ready" when entering Western.
- b) Establish a Western Transfer Center: Investment in this decision package will enable Western to establish a permanent office where transfers can receive information/advising/referral that is tailored to their needs. The creation of a Transfer Center will assist Western in implementing and maintaining tools that support transfer students to make better informed decisions about their academic plans before and after arrival at WWU.

The Western Transfer Center (WTC) will provide personalized triage, information and referral services to transfer students, including personal outreach and the provision of academic advising to undeclared transfers. The WTC will develop and oversee a “Virtual Transfer Center”, a transfer centered web site tailored to provide academic and administration information, referrals and links to web resources for transfer students. WTC will maintain close working relationships with departmental academic advisors, and others to ensure appropriate referrals and accurate information; and coordinate communication between transfer students and the University’s offices of financial aid, admissions, career services and student outreach, as well as all academic departments. Additionally, the WTC will maintain feeder community college major guides and work across Western’s academic departments to develop department-specific initiatives that bring together Western faculty and Community College faculty in order to facilitate specific pathway issues. Three additional positions are required to manage and operate the center and its programs.

- c) Improve Financial Aid Advising: Students with greater financial need often take longer to earn their degrees. Early intervention by Western’s Financial Aid Office would help students take meaningful action earlier than is now possible. Two additional financial advisor positions are required to provide early intervention to all aid recipients who have completed sophomore status and who are in their junior year. Early intervention will help identify students who are at risk of exceeding the number of credits they can attempt while receiving financial aid, and more likely to need additional financial and additional academic guidance to graduate on time. This initiative would provide the Financial Aid Office with additional resources to develop new tools to identify such students and to provide advice and support to students. Students could be contacted at a significantly earlier date in time to modify their coursework plans.

## **2. Pilot Initiative to Improve Student Access to one High Demand Major: Elementary Education and Special Education – Early Childhood Education**

Restrictive access to majors contributes to impeding progress to specific degrees. This is a compelling and troubling issue for all students and all institutions of higher education, especially when resources are limited.

*New Pathways to Graduation* proposes a pilot initiative to address one of the most serious access bottlenecks at Western. This initiative will help a block of Western students graduate on time in the major of their choice while at the same targeting the state’s growing need for graduates in this specialized area.

A very serious bottleneck occurs at Western's Woodring College of Education, in elementary education where because of high student demand and limited capacity approximately 50% of Western students interested in and qualified for this major are forced to apply multiple times (over the course of one to four quarters) as they wait for admission into the program. These students are greatly delayed from proceeding with their education and graduating from Western in a timely manner. When faced with this dilemma, these students do not change their goal to become a teacher; rather, they take extra credits until they can enroll in the major.

Recent baseline data indicate that these delays are magnified for transfer students. Of 43 transfer students, an average of 148 credits were earned before declaring a major in elementary education. Of 51 freshman students, an average of 132 credits were earned before declaring a major in elementary education. A number of these students are pursuing endorsements in early childhood and/or special education as part of their major in elementary education. With regard to special education, the credits were also high, with 142 average credits earned by freshman students and 138 credits on average earned by transfer students. Freshman students ideally should enter their major after two full years or 90 credit hours of academic work.

One of Governor Gregoire's priorities is early childhood education and special education, and the Washington Learns Early Learning Committee has set the preparation of more early childhood educators as a top priority strategy. Western is one of only two higher education institutions in the state approved by OSPI to offer the Early Childhood Endorsement to the Elementary Education Degree. In addition, Western provides preparation for Early Childhood Special Education teachers, another priority identified by the Washington Learns Early Learning Subcommittee.

While the new Direct Transfer Agreement in Elementary Education between Community Colleges and institutions of Higher Education will facilitate the transfer of Community College students to Western, the limited capacity of our program coupled with high demand means that all students cannot be accommodated in a timely manner.

In order for Western to address the backlog of qualified and currently enrolled students who are waiting for entry into this major, two additional faculty specializing in elementary education (2.00 FTE) must be put in place at the beginning of academic year 2007-08, along with a .50 FTE classified clerical position to support their efforts. Additionally, funding is also requested for a part-time advisor (.50 FTE) specializing in elementary education who will be able to devote 100% of his or her time to communicating with first-year and transfer students interested in pursuing this major.

#### **Narrative Justification and Impact Statement:**

- a) How does this decision package contribute to Western's strategic plan?* Western's strategic plan states that the University shall "develop policies that improve access to

courses and majors and make entry requirements for majors more predictable” and “improve delivery of advising services, especially for undecided and transfer students”.

- b) *Performance measure detail.*** Western will continue to track the average cumulative credits earned when students declare their primary degree majors by Native Student, Transfer and Running Start Students; additionally, Western will continue to track four-year completers vs. all other students to monitor those conditions that contribute to four-year completion; Western will also track the number of students by financial aid state in their final year at Western to determine the impact of improved financial aid on degree completion (at the current time, preliminary information appears to indicate that Freshmen with a high level of unmet need take longer to finish, while having low unmet need is associated with a shorter time to degree for transfer students).
- c) *Reason for change.*** In order to better serve the state, the public, and students, Western is committed to improving access by helping students declare their majors, remain on track, and complete their required coursework.
- d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** Timely graduation means that state expenditures, including financial aid, will be less per graduate; Western will be able to make room for more first year and transfer students, increasing statewide access; more qualified graduates will enter the labor market or graduate schools; and student/parent indebtedness related to tuition and fee expense should decline.
- e) *Impact on other state programs or other units of government.*** With regard to the pilot program to improving access to the elementary education major, Washington’s public schools will be directly impacted by the increased availability of highly trained graduates certified in early childhood and elementary education and special education.
- f) *Relationship, if any, to the state’s capital budget.*** No relationship.
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) *Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) *Discuss alternatives explored by the university.*** With regard to transfer students, Western initiated a new transfer admissions policy in Fall 2005 allowing WA associate degree transfers to transfer 105 credits compared with the 90 credits



previously allowed; beginning in Winter 2006, new transfer students register for classes at the same time as continuing students; beginning in Summer 2006, all new transfers receive a transfer credit evaluation of all transfer credit rather than just of coursework that is applicable to the GUR; and Western has commenced hosting an annual workshop for transfer counselors from community colleges. It is too early to evaluate the impact of these initiatives, and the initiatives outlined in this decision package cannot be implemented without additional state support.

- j) Budget impacts in future biennia.* A permanent budget level requirement of \$1,140,131 per year will be required. For 2009-2011, there will be a \$46,369 carry-forward impact.
- k) A distinction between one-time and ongoing functions and costs.* A component of the decision package is \$79,000 in one-time funding for equipment, furniture and set-up related to the new hire of faculty and staff. A non-recurring amount of \$50,000 and recurring annual amount of \$10,000 is requested for development and maintenance of a transfer-center website– “Virtual Transfer Center”– to be tailored to provide academic and administrative information, with referrals and links to web resources for transfer students.
- l) Effects of non-funding.* Western will continue to plan improvements; however, without additional funding, it will be difficult to implement these improvements. Western will also continue to participate in a variety of state-wide planning efforts related to improving time to degree via the Higher Education Coordinating Board, the Joint Access Oversight Group, the Inter-College Relations Commission, the Washington Council on High School-College Relations, the Inter-institutional Committee of Academic Offices and the Instruction Commission, the Council of Presidents, the Inter-institutional Committee of Registrars and Admissions Officers, and various other planning groups involved with transfer initiatives within the public two-year sector.

**DECISION PACKAGE TITLE: University Expansion: Western's Waterfront Campus.**

**Agency Recommendation Summary Text:**

One-time funds are requested to continue planning efforts to locate a portion of the Western campus to the Bellingham Waterfront at the former Georgia-Pacific site. The University's presence is viewed as an important anchor for the site's redevelopment by the Port, the County, the City and an overwhelming number of residents, and is a unique opportunity for WWU to respond to the state's priorities.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 1,200,000	\$ 1,500,000	\$ 2,700,000
<b>Total Resources</b>	<u>\$ 1,200,000</u>	<u>\$ 1,500,000</u>	<u>\$ 2,700,000</u>
<b>USES (EXPENDITURES)</b>			
Faculty	\$ -	\$ -	\$ -
Exempt	\$ -	\$ -	\$ -
Classified	\$ -	\$ -	\$ -
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Goods and Services	\$ 1,200,000	\$ 1,500,000	\$ 2,700,000
Equipment	\$ -	\$ -	\$ -
<b>Total Expenditures</b>	<u>\$ 1,200,000</u>	<u>\$ 1,500,000</u>	<u>\$ 2,700,000</u>

**Description:**

Western Washington University is the third largest four-year campus in student population but the smallest in geographic size. The campus ability to grow is constrained by neighborhoods and a public park/arboretum. The historical opportunity to move a portion of the campus to the Bellingham waterfront will address the space constraints, allow for expansion of student access, and offer greater interaction with the community. In 2004 Western Washington University embarked on a planning effort to locate a portion of its campus on the Bellingham waterfront at the former Georgia-Pacific site, owned by the Port of Bellingham.

The University's presence on the waterfront will provide expanded opportunities for students, expanded opportunities for research, expanded opportunities for community

outreach, and expanded opportunities for partnerships with private industry and public agencies leading to enhanced economic activities in the region.

*Phase I:* During Phase I of the planning process, the University relied on a consultant, Stratus Corporation, to assist the colleges and departments of the university author proposals to relocate various programs to the waterfront. 25 proposals were submitted which are broken into three categories: near term, medium term and long term. Stratus Corporation assisted university faculty and staff, as well as the University Waterfront Planning Committee, in furthering planning processes and bringing submitted concepts to a higher level of specificity and reality.

*Phase IIA:* Phase IIA of planning is now underway. During the 2006 supplemental session, the Governor recommended a \$1,000,000 investment in Western's Waterfront Campus Planning efforts, of which the Legislature appropriated \$400,000. The \$400,000 was appropriated on a one-time basis for FY 2006-07 and is assisting the university in working with the contractor to begin preliminary space needs assessments, facilities assessments, development of preliminary budgets and schedules, development of enrollment and academic support service models, development of strategies for project implementation, refining college and department proposals, and a preliminary transportation assessment.

*Phase IIB & Phase III:* With the completion of Phase II, the campus is seeking funds to complete Phases IIB and III, as outlined below. In order to meet targets set by the Port and the City, \$2,700,000 in one-time funds are requested for the 2007-2009 biennium (\$1.2 million in FY 2007-08 and \$1.5 million in FY 2008-09).

**Phase IIB – Complete Vision Development**

Formalize Memorandum of Understanding (MOU)	\$ 75,000
LEED Assessment of Existing Facilities	\$ 50,000
Enrollment Academic/Support Services Plan	\$ 150,000
Strategies for Institutional Master Plan Amendment (Growth and No Growth)	\$ 100,000
Preliminary Financial Models (Capital, Operations, Funding)	\$ 150,000
Preliminary Transportation & Parking Analyses & Strategies	\$ 75,000
Miscellaneous: Management/Support/Contingency	\$ 80,000

**PHASE III: Development Agreement & Institutional Master Plan**

WWU's Formal Input to Regional Transportation & Parking Plan	\$ 100,000
WWU Waterfront Master Plan (Facilities & Financial Plan)	\$ 750,000
Integrated Academic/Support Services, Facilities, Financial Plan	\$ 250,000
WWU Institutional Master Plan Amendment including Waterfront (Entitlements)	\$ 500,000
WWU/Port Development Agreement	\$ 150,000
Miscellaneous: Management/Support/Contingency	<u>\$ 270,000</u>
Total:	\$2,700,000

Items Completed by the Port and the City of Bellingham:

Waterfront Long Range Development Plan	By Port
Detailed Infrastructure Design, Phasing and Financial Plan	By City & Port
Waterfront Master Environmental Impact Study and Financial Plan	By Port

**Narrative Justification and Impact Statement:**

**a) *How does this decision package contribute to Western's strategic plan?***

Within the University's Strategic Plan, "Engaged Excellence," the plan details that the University will "maintain growth trajectory and improve enrollment management." The plan further states that should the University desire additional growth, it should consider developing additional capacity on the waterfront or expanding extended programs. In addition, the plan points out the need to "build collaborative relationships with on and off campus communities" and "the University should continue collaborating with the local community in developing and implementing sustainable practices and increasingly serve as a resource for sustainable development." Therefore, the waterfront campus will enable the University to meet two shared goals with the state: expanding student access and developing a sustainable waterfront campus which is interactive with community needs.

**b) *Performance measure detail.*** The University will provide progress reports to the Office of Financial Management and the Legislature detailing the completed work in Phase I and Phase IIA during the 2007 Legislative session. Reports will be provided to OFM and the Legislature regarding the outcomes of Phase IIB and Phase III.

**c) *Reason for change.*** As previously mentioned, the University is a land locked campus, third in population and smallest in physical size. Without additional space to grow, the University's ability to provide additional student access beyond its 12,500 target, is quite limited. Additionally, the opportunities for community interaction, economic development, increased research, sustainable practices and serving as an anchor in the new waterfront community make this a unique opportunity.

**d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** Students will have additional access to unique educational opportunities such as internships, collaborative research, state of the art facilities, collaborative relationships with businesses, government agencies and non-profit organizations. The waterfront campus is Western's best opportunity to expand enrollment growth and provide new opportunities to programs for the citizens of Washington. The University's role as defined

by the Port and City of Bellingham as an anchor for the waterfront development, further state the importance of the University's waterfront presence to the region and the state. This effort represents a new way of building communities, working with the public and private sectors and improving access to programs at the state's third largest university.

- e) ***Impact on other state programs or other units of government.*** As mentioned, the University is engaged with many units of government on several levels. The project represents a new collaborative model with the Port and City of Bellingham as primary partners.
- f) ***Relationship, if any, to the state's capital budget.*** Although the Governor recommended a capital budget appropriation during the 2006 legislation session, the Legislature decided that the project would be best funded through the operating budget. Therefore our 2007-2009 request follows their direction. We believe that the construction of the waterfront campus will mean a commitment from the state of capital resources in the future, most likely in the 2009-2011 biennium.
- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required at this time.
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) ***Discuss alternatives explored by the university.*** As stated previously, the University is the smallest physical campus and its abilities to expand are limited by physical capacity. Additionally, the waterfront development provides a one-time opportunity to address high priority state, community and University needs.
- j) ***Budget impacts in future biennia.*** The results of Phase IIB and Phase III will determine much of the impacts on future biennia. Much of the impact will be on the capital budget for acquisition, design, planning and construction. Because of the unique nature of the project the campus will need to request additional staff to assist with coordination of the project beginning in the 2009-2011 biennium. Those staffing needs will be determined during the 2007-2009 phases of the project.
- k) ***A distinction between one-time and ongoing functions and costs.*** The current request is for one-time money. All recurring costs would begin in the 2009-2011 biennium.

- l) Effects of non-funding.* The University's ability to increase access is limited by its physical capacity. Students will lose unique collaborative educational and research opportunities. The City and Port will lose an important component to the redevelopment of the Bellingham waterfront. Public and private companies and organizations will miss the opportunity to further collaborate with the University through close, physical association. In short, the loss will be felt not only by the University but the state and region as well.

# Western Washington University 2007-2009 Biennial Budget Request

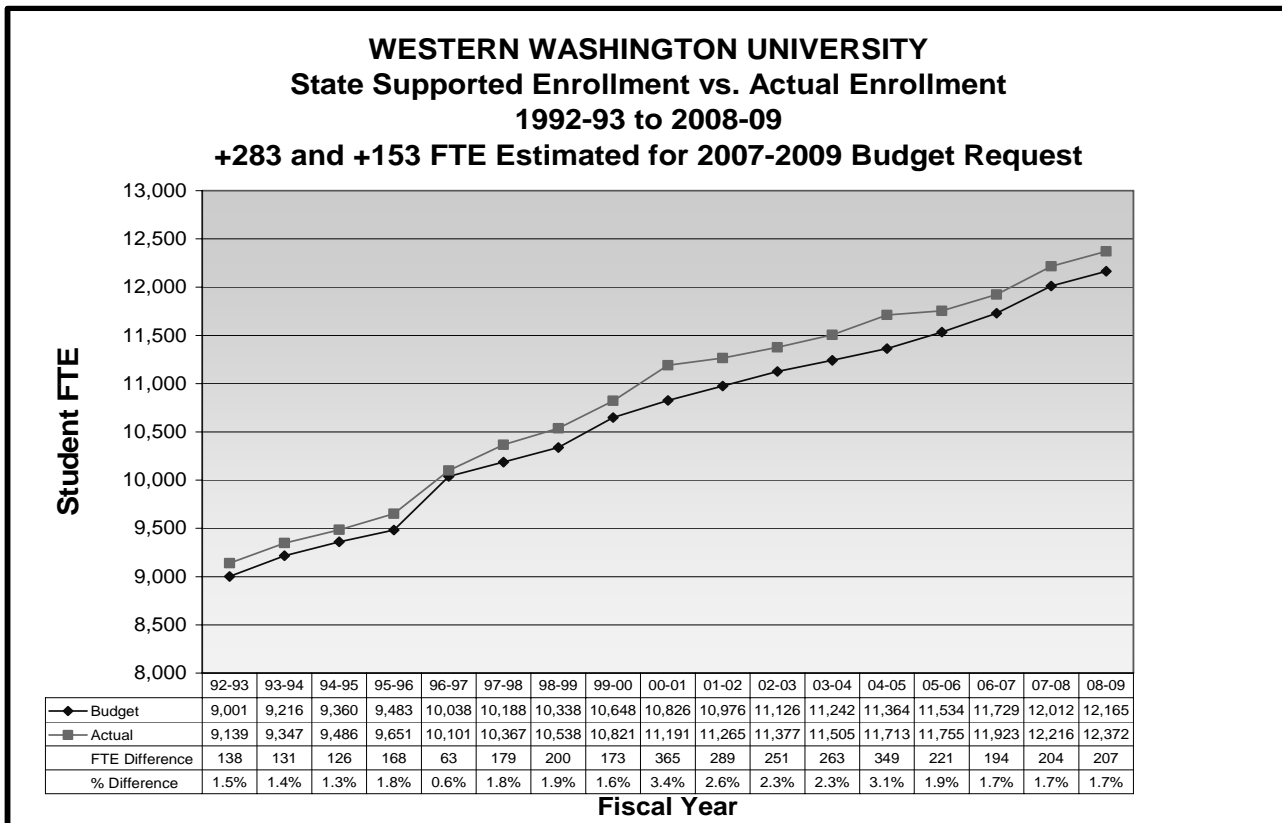
## EXPANDING ACCESS

### 2007-2009 BIENNIAL ENROLLMENT FUNDING REQUEST

High Demand – Cell & Molecular Biology	16 FTE
High Demand – Early Childhood Education	20 FTE
High Demand – Human Services	125 FTE
High Demand – Teaching English to Speakers of Other Languages (TESOL)	35 FTE
General Enrollments	<u>240 FTE</u>

TOTAL BIENNIAL ENROLLMENTS 436 FTE

With all enrollments considered, an increase of 283 FTE budgeted enrollments is proposed for 2007-08, and an additional 153 FTE budgeted enrollments for 2008-09, or a biennial total of 436 FTE. The chart below shows how Western's budgeted enrollments will grow from 11,729 in 2006-07 to 12,012 in 2007-08, and finally, to 12,165 in 2008-09.



\* 2006-07 budgeted enrollments include 25 High Demand FTE

\*\* 2006-07 and 2007-09 actual enrollments estimated by WWU

**DECISION PACKAGE TITLE: High Demand Enrollments: Cell and Molecular Biology.**

**Agency Recommendation Summary Text:**

Western is requesting funds to expand enrollment in the high demand major of cell and molecular biology. For 2007-08, funding is requested to support an increase of 8.00 FTE with an additional 8.00 FTE in 2008-09 (16.00 FTE total in 2008-09).

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 204,052	\$ 278,378	\$ 482,430
Fund 149, Operating Fee Account	\$ 25,880	\$ 51,760	\$ 77,640
<b>Total Resources</b>	<b>\$ 229,932</b>	<b>\$ 330,138</b>	<b>\$ 560,070</b>

**USES (EXPENDITURES)**

Faculty	\$ 66,000	\$ 69,300	\$ 135,300
Exempt	\$ -	\$ -	\$ -
Classified	\$ 34,000	\$ 35,700	\$ 69,700
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ 100,000	\$ 105,000	\$ 205,000
Employee Benefits	\$ 31,928	\$ 33,524	\$ 65,452
Goods and Services	\$ 88,004	\$ 96,614	\$ 184,618
Equipment	\$ 10,000	\$ 95,000	\$ 105,000
<b>Total Expenditures</b>	<b>\$ 229,932</b>	<b>\$ 330,138</b>	<b>\$ 560,070</b>

**STAFFING FTE (B6)**

Faculty	1.00	1.00
Exempt	0.00	0.00
Classified	1.00	1.00
Hourly		
<b>Total FTE</b>	<b>2.00</b>	<b>2.00</b>

**Description:**

Over the last twenty years, technical innovations in molecular and cell biology have revolutionized biomedical research and biotechnology and resulted in a substantial economic impact in Washington State. More recently, the application of molecular biology to other important fields including forensic sciences, agriculture, and wildlife management has expanded the impact of this technology.



As a consequence of the prominence of both biomedical research and agriculture in Washington, there are many job openings in the state that require expertise in cell and molecular biology techniques. The openings range from entry level positions that require a BS to advanced positions that require a Ph.D. The positions open to those with a bachelor's degree require a solid background in biology and upper division lab experience in molecular and cell biology. Further, high school biology teachers need a fundamental understanding of cell and molecular biology which hands-on learning in a lab facilitates.

The Biology major at Western Washington University, especially the cell biology or cell and molecular biology emphases, provides an excellent background for these positions.

**Biology Department's Mission.** The mission of the Biology Department is to provide an outstanding learning environment that integrates education, scholarship, and service to actively engage students in the biological sciences and to foster their development as lifelong learners. The Department offers a broad-based integrative curriculum, and each major is required to take courses that provide a thorough understanding of the major areas in biology. This allows students to have mastery of fundamental biological principles and to integrate knowledge across the sub-disciplines of biology. The department is able to offer a broad education in biology to our students because the research and teaching expertise of the faculty ranges from ecology to molecular biology and genetics.

**Expanding Enrollment.** Increasing access to new upper division laboratory courses in cell and molecular biology will prepare more students to be ready to meet the demands of the State's biotechnology, biomedical, and agricultural industries and to improve the education of future high school biology teachers. Upper division laboratory courses in which one-on-one instruction is essential must have a much lower student: faculty ratio and thus are necessarily one of the more expensive high demand programs of the university. The addition of a tenure-track faculty member, along with the added support of a technician and teaching assistants, will help Western students succeed in high demand fields that require expertise in cell and molecular biology. Further, having an additional tenure-track faculty member will provide more students with the opportunity to do undergraduate research.

Upper division labs prepare our undergraduates for independent research projects in faculty members' laboratories and help to foster independent research experiences for our students' development as independent and critical thinkers. The opportunity for students to learn cutting edge techniques under the guidance of a faculty member prepares our graduates for positions in biotechnology and biomedical research and for graduate work in cell and molecular biology.

If this proposal is funded, Western students will be offered the opportunity to engage in tissue culture and microscopy techniques that are essential in biomedical research; they

will learn the concepts underlying more sophisticated techniques in molecular biology and genetics that are commonly used in biotechnology and biomedicine and be able to perform these methods, and they will have increased access to training in advanced techniques in molecular biology such as purification of DNA, gel electrophoresis, polymerase chain reaction (PCR), and analysis of DNA sequences (bioinformatics).

In addition to laboratory work, Western's biology seminar series exposes students to career opportunities by presenting speakers doing biomedical research. We provide our students opportunities to meet with these speakers. In addition, we will invite representatives of the state's biotechnology companies to visit our department several times a year to make presentations to our students and to interact with them.

**Transfer Students.** To facilitate the transition to WWU for CC students we propose developing an intensive workshop that will provide the CC student with a thorough perspective on what will be expected in courses and the required methods to achieve success. The workshop will include hands-on experience in how to take written, problem solving exams; a review of mathematics commonly used in biology; and a review of study skills. Currently, most CC transfer students in biology struggle during their first 2-3 quarters at Western. This results in them taking longer to graduate than native students. This program will help transfer students succeed in upper division math and science courses at Western. The Biology Department at WWU emphasizes the development of problem-solving skills in students, requiring a high order of intellectual effort.

**Addition of New Course in Cell Culture and Microscopy.** New faculty will make it possible to develop a new course that would focus on the basic techniques of tissue culture and analyzing cells by standard fluorescent microscopy. This will satisfy two important needs: training in the use of state-of-the art microscopes as analytical tools and experience in handling tissue culture cells. Students would learn about the optics by which microscopes resolve images and generate contrast. Western has the equipment to support this portion of the course with a tissue culture hood, an Olympus microscope with phase contrast and fluorescence optics, a Leica microscope with phase contrast, differential interference contrast and fluorescence optics, and a Deltavision microscope. After learning the basics of tissue culture and fluorescence microscopy, students will put DNA encoding a protein labeled with green fluorescent protein into tissue culture cells and examine the localization of this protein in living cells. The Deltavision microscope and associated software allow both a quantitative analysis of the localization of the fluorescent protein and the analysis of protein movement over time in three-dimensions. In this portion of the course, students will be able to link a standard molecular biological manipulation of cells (DNA transfection) with a quantitative analysis of cells. Many private industry and university labs in the areas of biomedicine or biotechnology use tissue culture and fluorescence microscopy in their research and this unique undergraduate training will give students a distinct advantage as they move into positions in the biomedical and biotechnology fields.

**Addition of a New Course in Advanced Genetics.** New faculty will teach an advanced genetics lecture and lab course that will offer a more extensive and sophisticated exploration of molecular genetic techniques and approaches than currently available in our courses. Although this will be a techniques oriented course, the lecture portion would explore the biological or biomedical questions that can be addressed with these techniques and the nature and limitations of a given approach. Students will be introduced to more sophisticated uses of polymerase chain reaction (PCR) and PCR primer design (PCR is used to perform simple genotyping experiments) including: (i) the use of degenerate primers to identify orthologs or paralogs of previously described genes and (ii) using real-time PCR systems for genotyping and to track temporal or spatial patterns of gene expression. Other techniques that will be explored include clone libraries and targeted gene knockout in model organisms.

**Responsiveness to State and Regional Economic Needs.** Biotechnology and the sciences are among the technology priorities defined in Substitute House Bill 2817 (or Chapter 180, Laws of 2006). There are many companies and institutions which have job openings in biomedicine and biotechnology. These positions range from technical positions, for which our graduates would be qualified immediately after graduation, to high level scientific positions which require a Ph.D. While we are not a Ph.D. granting institution, our graduates do pursue graduate studies leading to the Ph.D. They often do this after working in a technical position for several years to help them define their research interests more clearly. Our Biology majors contribute to the technical workforce needed by the State of Washington and employers of our graduates find them well prepared both technically and intellectually for their needs

Substitute House Bill 2817 suggests a variety of ways in which colleges may help achieve enhance student learning in the sciences. One of these is face-to-face learning which is exactly what is accomplished in upper division labs; these intensive labs must have a low student:faculty ratio. From Substitute House Bill 2817:

*Institutions of higher education, including community colleges, shall be provided discretion and flexibility in achieving the objectives under this section. Examples of the types of institutional programs that may help achieve these objectives include, but are not limited to, establishment of institutes of technology, new polytechnic-based institutions, new divisions of existing institutions, and a flexible array of delivery models, including face-to-face learning, interactive courses, internet-based offerings, and instruction on main campuses, branch campuses, and other educational centers.*

**Opportunities for Students to Gain Work Experience.** Biology majors at Western have the opportunity to gain independent or collaborative research experience by working one-on-one with a faculty mentor. Students design and carry out experiments and gain

substantive high-level research experience. Additionally, students may also identify organizations or companies in which to work for credit. This option requires faculty approval and a written report. 103 students participated in this course over the past 4 years. This work experience helps students appreciate the level of skill and focus needed in the workforce today. Many of our students who work in industry under this work-for-credit option end up being offered positions at the place they worked.

**Summer Internships.** Many of our students also participate in summer internship programs. Again, this provides them with hands-on experience in organizations or companies that are likely employers. One of our goals will be to develop a mechanism to track students who participate in this kind of activity.

**Demonstration of Unmet Student Demand.** Courses at WWU are made available to students by seniority; students with the most credits register first. In the case of some of our current upper division laboratory courses, 80% of the students are seniors when they are able to access these courses. This means that students who had completed the prerequisites for the course were extremely unlikely to be able to take the course. The lack of availability of these courses means that students do not have the requisite skills and knowledge to qualify for many summer internship positions since these positions typically require an advanced understanding of cell and molecular biology. The addition of a new faculty member to teach additional laboratory courses in cell and molecular biology (tissue culture/microscopy and advanced genetics) will greatly expand the access of our majors to explore the advanced technical aspects of this field. These hands-on experiences will prepare these students for independent research projects, jobs in biotechnology and biomedicine, and for graduate studies in cell and molecular biology.

**Demonstration of Employer Demand.** The on-line site for the Washington Biotechnology and Biomedical Association (<http://www.wabio.com/>) lists numerous employers and job openings for applicants with a BS in cell and molecular biology. Some of the Washington companies seeking such employees include: Seattle Genetics, Zymogenetics, Amgen, Bio-Rad Laboratories, Omeros Corp., Onconome, Ameritek, Epigenetics, Dendreon Corp., Targeted Genetics Corp., and VLST Corp. The biomedical and biotechnology industry is thriving in the State of Washington and needs employees that have been educated in modern cell and molecular biology.

‘Making the Grade’ by the Washington Learns Steering Committee states “Some of the fields in which the supply coming from the state’s four-year institutions seems inadequate relative to projected demand includes Engineering, Computer Science, Health and research and technical fields’.

**Narrative Justification and Impact Statement:**

**a) *How does this decision package contribute to Western's strategic plan?***

This package relates directly to the major mission of Western: "Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills." The addition of two upper-level biology labs and increased access to a third will allow students to develop professional skills that will translate directly into Washington's biomedical and biotechnology endeavors.

Further, Excellence and Engagement are two of the core values included in Western's 2006 Mission and Strategic Plan "Engaged Excellence". Western expects students to be actively involved in their own learning and encourages across-discipline collaboration. Strategic objectives of the new plan state that Western students and faculty will demonstrate engaged excellence by "supporting teacher-scholars who integrate the highest quality of teaching, scholarship, and creative activities", and "in interactive learning and the active participation of students in scholarly and creative activities".

**b) *Performance measure detail.*** OFM determines requirements for reporting the expanded enrollments to the Legislature and to the Governor. The Institution will meet the reporting requirements on the expanded enrollments in this high demand area. In addition, Western will track students after graduation to determine if they find positions in biomedical research or the biotechnology industry or if they go on to graduate school in cell or molecular biology. The Department will survey students after graduation to determine if students have become more aware of the variety of career options that are available that require expertise in cell and molecular biology, and in order to determine if students have become more aware of the practical applications of their laboratory skills learned in the advanced cell and molecular biology labs. Finally, in order to measure the success of the intensive course for community college transfers intended to improve study skills, review basic mathematics used in biology, improve problem solving ability, and improve strategies to do well on short answer and essay exams, Western will compare transfer students who take this course to a control group to determine if the transfer students are shortening their adjustment time to science courses at Western and their time to finish their degrees.

**c) *Reason for change.*** There is student demand and employer demand for additional cell and molecular biology graduates.

- d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** Students at Western will have an undergraduate opportunity to specialize in a program that will 1) prepare them for graduate programs in genetics, cell and molecular biology, and development biology; and 2) provide a platform for entry-level positions in biomedical research and the pharmaceutical industries in Washington.
- e) *Impact on other state programs or other units of government.*** No direct impact, however, it is possible that graduates may be employed by state agencies focused on the sciences.
- f) *Relationship, if any, to the state's capital budget.*** One of Western's priority intermediate capital projects for 2007-2009 is a project called "Chemistry Building In-Fill". This project will provide up to a half-dozen additional faculty offices and research laboratories. It is anticipated that a portion of these new facilities (2-3 offices/labs) will be available to the biology department.
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) *Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) *Discuss alternatives explored by the university.*** We will continue to work with the Western Foundation to help raise scholarship money for high achieving students who plan to major in biology. We currently offer approximately \$5,000 in scholarships each year. In addition, the College of Sciences and Technology awards approximately \$15,000 in scholarship money to students in all departments in the College. The College has agreed to provide \$3,000 per year for additional seminar speakers in the field of molecular biology.
- j) *Budget impacts in future biennia.*** A component of the decision package is one-time funding for equipment related to the new hire of faculty and staff. An amount of \$255,138 (\$215,137 General Fund-State) for FY 2008-09 will be recurring on an annual basis.
- k) *A distinction between one-time and ongoing functions and costs.*** In the second year's budget there is \$75,000 budgeted (\$63,241 General Fund-State) for the scientific start-up needs of the new faculty member. Start-up costs in cell and molecular biology are high due to expensive equipment that is

required to do this type of research and to expensive reagents. Additionally, there is \$20,000 (\$17,227 General Fund-State) budgeted in recurring equipment and supply costs. Setting up the tissue culture and microscopy lab requires purchase of a CO<sub>2</sub> incubator and upgrades for our Deltavision fluorescence microscope. A full upgrade of this microscope costs \$70,000, which we plan to spread over several years. To be able to begin to offer the advanced genetics course requires that we purchase a thermocycler for real time PCR, gel electrophoresis apparatuses, and power supplies. Supplies for tissue culture and molecular biology are very expensive and have a short 'shelf-life'.

- l) Effects of non-funding.* Western will not be able to increase the number of graduates in the field of cell and molecular biology and thus will be unable to respond in this area to the economic needs of the state.
- m) Expenditure Calculations and Assumptions.* The requested per FTE funding level for 2007-08 is \$25,507 GF-S for 8 FTE upper division enrollments, and for 2008-09 it is \$17,399 GF-S for 16 FTE upper division enrollments.

**DECISION PACKAGE TITLE: High Demand Enrollments: Early Childhood Education**

**Agency Recommendation Summary Text:**

Western is requesting funds to expand enrollment in the high demand major of Early Childhood Education. For 2007-08, funding is requested to support an increase of 10.00 FTE student enrollments with an additional 10.00 FTE student enrollments in 2008-09 (20.00 FTE total in 2008-09).

**Fiscal Detail:**

	<b>2007-08</b>		<b>2008-09</b>		<b>2007-09</b>
<b>RESOURCES</b>					
Fund 001, General Fund - State	\$	99,335	\$	129,431	\$ 228,766
Fund 149, Operating Fee Account	\$	32,350	\$	64,700	\$ 97,050
<b>Total Resources</b>	\$	131,685	\$	194,131	\$ 325,816

**USES (EXPENDITURES)**

Faculty	\$	66,000	\$	92,100	\$ 158,100
Exempt	\$	-	\$	-	\$ -
Classified	\$	8,500	\$	17,000	\$ 25,500
Hourly	\$	-	\$	-	\$ -
Salaries and Wages	\$	74,500	\$	109,100	\$ 183,600
Employee Benefits	\$	19,370	\$	28,366	\$ 47,736
Goods and Services	\$	36,315	\$	54,165	\$ 90,480
Equipment	\$	1,500	\$	2,500	\$ 4,000
<b>Total Expenditures</b>	\$	131,685	\$	194,131	\$ 325,816

**STAFFING FTE (B6)**

Faculty	1.00	1.50
Exempt	0.00	0.00
Classified	0.25	0.50
Hourly		
<b>Total FTE</b>	1.25	2.00

**Description:**

This proposal to expand high demand enrollment in Early Childhood Education at Western's Woodring College of Education addresses high state need, student demand, and limited enrollment capacity.



*High State Need.* The proposed enrollment increase in the early childhood program directly responds to state and regional economic needs and opportunities by preparing highly qualified early childhood educators for Washington's early learning centers and schools. Consistent with Governor Gregoire's priority for Washington on early childhood education, the Washington Learns Early Learning Committee set the preparation of more early childhood educators as a recommended strategy. As one of only two programs in the state approved by the Office of the Superintendent of Public Instruction to prepare early childhood educators, WWU faces the challenge of responding to the call for more and better qualified personnel certified to teach children aged birth to age 8.

Specific recommendations issued by the Washington Learns Early Learning Committee will have direct impact on the demand for early childhood educators. The Committee is calling for an increase in the number of "high quality" preschool programs that will prepare all children to enter school with the knowledge and skills necessary for academic success. Moreover, the Committee asserts that these new higher quality programs must be staffed by personnel certified in early childhood education. Finally, the Committee recommends that children in kindergarten through grade 3 be taught by teachers specially trained to support early learning. These recommendations signal an increased demand for early childhood educators across the state of Washington.

This increased demand for early childhood educators is exacerbated by projections of retirements of teachers currently in the system. In its most recent *Educator Supply and Demand Report*, the Office of the Superintendent of Public Instruction projects that nearly one-third of the early childhood educators currently teaching in the state's elementary schools will retire within the next four years.

*High Student Demand, Limited Capacity.* At the current time, limited capacity requires that Western turn away students interested in and qualified for admittance into early childhood education program. Despite the fact that WWU is the highest producer of early childhood teachers in the state, we must deny admission to approximately half of the qualified individuals applying to the program each year. With enrollment in the program set at 25 students per year, we have many qualified applicants we are unable to accommodate because of insufficient resources to expand program capacity. Enrollment expansion funding to increase the early childhood program by 10 FTE each year of the biennium will enable us to respond to the increasing student demand for access to the program and to the teaching profession.

*Early Childhood Education Program.* Offered through the Woodring College of Education, the Early Childhood Education Program leads to certification in early childhood education focusing on the development and learning of children from infancy through third grade. Students entering the program have the option of earning special

education certification and the ESL endorsement as part of the Early Childhood Education Program.

Students complete a total of 180 quarter credits including the University General Education Requirements in a prescribed sequence of courses and school-based field experiences leading to the baccalaureate degree and state teaching certification. WWU offers a program option for students already holding an undergraduate degree. The program includes the following required components:

1. The required academic major, Child Development Studies, totals a minimum of 45 credits. The major is interdisciplinary, with courses in several fields of the arts and sciences, as well as in special education, elementary education, and human services.
2. Coupled with the major is the certification portion of the program that totals 82 credits of courses and 21 credits of fieldwork. In addition, several of the courses contain practicum requirements. As specified in Washington Administrative Code 180-78A-270, the courses and fieldwork address teaching competencies including knowledge and skills in developmental and learning psychology, multicultural education, assessment, instructional technology, educational foundations, content area literacy, effective teaching, instruction of diverse learners, and classroom management.
3. The program is designed to meet all requirements and standards of the National Association for the Education of Young Children, the Washington State Early Childhood Educator Standards, and the Woodring College of Education Teacher Standards.
4. The program includes a full-time internship of three academic quarters incorporating coursework and teaching in an early childhood setting. Classroom teaching responsibilities increase as students become knowledgeable and competent. Also included is the ongoing development of an electronic portfolio designed to assess progress and to provide a culminating experience the final quarter.

#### **Narrative Justification and Impact Statement:**

***a) How does this decision package contribute to Western's strategic plan?***

The package addresses all of the Western Washington University strategic objectives to demonstrate engaged excellence. Through the curriculum and scholarly requirements of the program, students are engaged in interactive learning and active participation in scholarly and creative activities. The faculty and staff of the program, including practicing teachers and scholars in

P-12 schools, integrate the highest quality teaching and scholarship. Through the practicum and internship components of the program, students are engaged in civic engagement through which they develop leadership, effective citizenship, and social responsibility.

- b) *Performance measure detail.*** OFM determines requirements for reporting the expanded enrollments to the Legislature and to the Governor. The Institution will meet the reporting requirements on the expanded enrollments in this high demand area. In addition, Western will track and survey students after graduation to determine if they find positions in early childhood education and early childhood special education in Washington, or if they go on to graduate school.
- c) *Reason for change.*** There is a growing state need for graduates with degrees in early childhood education, as well as unmet student demand.
- d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*** Students at Western will have an undergraduate opportunity to specialize in a program that prepares them to take positions in early childhood education.
- e) *Impact on other state programs or other units of government.*** Washington's public schools will be directly impacted by the increased availability of highly trained graduates.
- f) *Relationship, if any, to the state's capital budget.*** No relationship.
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) *Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) *Discuss alternatives explored by the university.*** Woodring College of Education considered offering the early childhood education option at self-sustaining program sites in Everett and Bremerton. However, this option is not viable because of the difficulty of finding and hiring qualified faculty at such a distance from the university and the likelihood of not achieving the enrollments necessary for maintaining the program as self-sustaining.
- j) *Budget impacts in future biennia.*** An amount of \$194,131 (\$129,431 General Fund-State) in FY 2008-09 will recur on an annual basis. There will

be a carry-forward impact of \$62,446 (\$30,096 General Fund-State) in the 2009-2011 biennium.

- k) A distinction between one-time and ongoing functions and costs.* All costs are ongoing.
- l) Effects of non-funding.* Western will not be able to increase the number of graduates in the fields of early childhood education, and thus will be prevented from responding adequately to the economic needs of the state in this specialized area of teacher education.
- m) Expenditure Calculations and Assumptions.* The requested per FTE funding level for 2007-08 is \$9,934 GF-S for 10 FTE upper division enrollments, and for 2008-09 it is \$6,472 GF-S for 20 FTE upper division enrollments.

**DECISION PACKAGE TITLE: High Demand Enrollments: Human Services Degree**

**Agency Recommendation Summary Text:**

To address student access and state needs for additional and highly trained graduates in Human Services, Western is seeking state support for enrollments in the Human Services Degree program in Bellingham. State support for 115.00 FTE is requested for 2007-08 and for an additional 10.00 FTE in 2008-09 (125.00 FTE total in 2008-09).

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 826,004	\$ 834,627	\$ 1,660,631
Fund 149, Operating Fee Account	\$ 372,025	\$ 404,375	\$ 776,400
<b>Total Resources</b>	<u>\$ 1,198,029</u>	<u>\$ 1,239,002</u>	<u>\$ 2,437,031</u>

**USES (EXPENDITURES)**

Faculty	\$ 594,000	\$ 623,700	\$ 1,217,700
Exempt	\$ -	\$ -	\$ -
Classified	\$ 85,275	\$ 89,539	\$ 174,814
Hourly	\$ 10,000	\$ 10,500	\$ 20,500
Salaries and Wages	\$ 689,275	\$ 723,739	\$ 1,413,014
Employee Benefits	\$ 179,212	\$ 188,172	\$ 367,384
Goods and Services	\$ 305,542	\$ 319,091	\$ 624,634
Equipment	\$ 24,000	\$ 8,000	\$ 32,000
<b>Total Expenditures</b>	<u>\$ 1,198,029</u>	<u>\$ 1,239,002</u>	<u>\$ 2,437,031</u>

**STAFFING FTE (B6)**

Faculty	9.00	9.00
Exempt	0.00	0.00
Classified	2.00	2.00
Hourly		
<b>Total FTE</b>	<u>11.00</u>	<u>11.00</u>

**Description:**

This decision package proposes the conversion of Western's Human Services Degree program from self-sustaining to state-supported status, as well as expansion of enrollments in this program. After extensive review, it has been determined that delivery of the Human Services Degree program as a self-sustaining program is problematic and inconsistent with the mission and values of Western. The current practice creates inequities and barriers for students in terms of cost, access, and support services. The

conversion of the Human Services program from self-sustaining to state-supported status will greatly benefit students. Western students will be provided enhanced access to the programs and careers they desire, and the university will, in turn, better serve students through the provision of quality academic programs in this high-need area.

It is only with state support that Western will be able to address this dilemma. While the current method of delivery of this program at Western was historically necessary to meet student demand for this major, conversion will immediately benefit all undergraduate students in the program, and will enable Western to produce additional graduates in the high-need area of Human Services. Focus group interviews with students choosing not to enroll in the Human Services program over the past year indicate a likelihood that enrollment in Human Services would increase by approximately 30% as students gain access to the program at the same tuition and fee rates as state-supported majors.

Western's Human Services program prepares professionals to work as counselors, case workers, and administrators in government and private non-profit social service agencies. With the changing demographics in America, including increased immigration and the aging population, the U.S. Bureau of Employment Statistics cites human services as the highest need job category in the next 5 years.

Human Services students usually enroll as regular students, not realizing that when they select these majors they will be transferred into an "off-campus" program with higher tuition (even though all courses are located on the main Bellingham campus). These students pay significantly higher tuition; while paying premium rates, these students have limited access to financial aid (e.g., they do not qualify for Western grants or Western tuition waivers, including scholarships by waiver; they do qualify for federal and state financial aid programs); these majors typically enter lower paying careers and graduate after having paid higher tuition rates and with a possible greater reliance on loans to reach graduation; students choosing Human Services as a major after admission to WWU must "dis-enroll" from the University in order to become eligible to enroll in their desired major, a situation that creates confusion and frustration for students and their families; because of the higher costs for enrolling in the self-sustaining Human Services program, a number of students are denied the opportunity at Western to pursue the career goals of their choice; finally, at the current time HSD program students do not qualify for the same grant and aid support as regular students, as indicated by the following table:

<b>Resident Student Aid</b>	<b>Regular</b>	<b>HSD</b>
Federal Aid	Yes	Yes
State Need Grant	Yes	Yes
Western Needy Resident Waiver	Yes	No
Emergency Waivers	Yes	No
Scholarships		

- Multicultural Achievement Scholarships-First Year	Yes	No
- Multicultural Achievement Scholarships-Continuing	Yes	No
- Non-traditional Student Scholarship	Yes	No
- President's Scholarship	Yes	No
- Departmental	Yes	No
- Registrar's Office	Yes	No
Western Grants (3.5% "loan" fund)	Yes	No

Through conversion, Western Human Services students will return to paying regular academic year tuition for their upper division course work as Human Services majors, and the proposed state funding support for these students will assist Western in supporting the current program enrollees and in improving the quality of and access to the program.

**Narrative Justification and Impact Statement:**

- a) How does this decision package contribute to Western's strategic plan?* Western's strategic plan emphasizes producing graduates who will be engaged citizens, by developing leadership, effective citizenship, and social responsibility in all members of the campus community. Additionally, the strategic plan requires the university to recruit and retain high quality and diverse students and to focus on enhancing financial resources available for student recruitment as well as enhancing recruitment efforts for targeted populations. The Human Services Degree program tends to draw students from underrepresented populations, specifically ethnically diverse students for whom English is their second language.
- b) Performance Measure Detail.* Western will demonstrate increased access to this high-need program by tracking the number of FTE enrollments, and the number of graduates. In addition, Western will demonstrate that converting this program to state-support will increase access for students from underrepresented groups, and that with lower tuition charges, that these students will graduate more timely and with less debt. In addition, the Human Services Degree program will be evaluated by students regarding perceptions of the quality and effectiveness of teaching and practicum experiences measured by the WWU student course evaluation process. The extent of increased accessibility to the Human Service Degree (HSD) program will be measured by comparing the percentage of HSD students pursuing a degree and earning a degree endorsement before and after this program is state-supported. The extent of increase in HSD students from underrepresented groups will be measured using institutional data comparing enrollment demographics to the 2006-07 baseline data. Data on graduation rates and student survey of program effectiveness will be implemented, and a report will be prepared to specifically address data relative to placement rates and on-the-job performance of graduates from the program.

- c) ***Reason for change.*** The historical practice of delivering the Human Services program at Western as a self-sustaining program has created inequities and barriers for students in terms of cost, access, and support services.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Approximately 97% of the students enrolled in the on-campus self-sustaining Human Services program are community college transfer. These students stand to benefit from the state's investment since transfer students will enter the program as regular Western undergraduates at more reasonable tuition rates and thus have the opportunity to graduate on time and with a reduced debt load.
- e) ***Impact on other state programs or other units of government.*** Woodring College of Education has partnered with Northwest Indian College (NIC) to create a "pathways program" in Human Services. However, this initiative has been difficult to implement because of the relatively high cost of the self-sustaining program. Once the program is converted to state support, it will be possible for Woodring to work more effectively with NIC.

Targeting the preparation of Human Services Degree graduates responds to the goals of expanding access and participation for all Washington residents. The expanded HSD program will benefit the state by providing graduates well prepared to enter a myriad of high-need fields (e.g., the program prepares graduates to work as counselors, case workers, and administrators in government and private non-profit social service agencies in a myriad of critical areas including care for foster children, seniors, at-risk youth, battered women, infants and children at risk, and other vulnerable segments of the population). With the changing demographics in America, including increased immigration and the aging population, the U.S. Bureau of Employment Statistics cites human services as the highest need job category in the next 5 years.

- f) ***Relationship, if any, to the state's capital budget.*** No relationship.
- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** No.
- i) ***Discuss alternatives explored by the university.*** Western will continue to offer the program through Extended Education.
- j) ***Budget impacts in future biennia.*** An amount of \$1,239,002 (\$834,627 General Fund-State) in FY 2008-09 will recur on an annual basis.



- k) A distinction between one-time and ongoing functions and costs.*** A one-time amount of \$16,000 (\$11,000 General Fund-State) is required in FY 2007-08 for equipment purchases for new staff (computers, desks, phones, calculators, etc.).
- l) Effects of non-funding.*** Without state funding support to supplant the loss of the higher tuition revenue currently collected for these students, Western will be unable to convert the Human Services program to a regular academic year program.
- m) Expenditure Calculations and Assumptions.*** The requested funding level per FTE for 2007-08 is \$7,183 GF-S for 115 FTE upper division enrollments, and for 2008-09 it is \$6,677 GF-S for 125 FTE upper division enrollments.

**DECISION PACKAGE TITLE: High Demand Enrollments: Teaching English to Speakers of Other Languages (TESOL)**

**Agency Recommendation Summary Text:**

To address critical state shortages in teachers trained in bilingual education and ESL, Western is seeking state support for enrollments in TESOL (Teaching English to Speakers of Other Languages). State support for 30.00 FTE is requested for 2007-08 and for an additional 5.00 FTE in 2008-09 (35.00 FTE total in 2008-09).

**Fiscal Detail:**

	2007-08		2008-09		2007-09
RESOURCES					
Fund 001, General Fund - State	\$	320,124	\$	327,832	\$ 647,956
Fund 149, Operating Fee Account	\$	63,000	\$	73,500	\$ 136,500
Total Resources	\$	383,124	\$	401,332	\$ 784,456
USES (EXPENDITURES)					
Faculty	\$	185,000	\$	194,250	\$ 379,250
Exempt	\$	-	\$	-	\$ -
Classified	\$	25,023	\$	26,274	\$ 51,297
Hourly	\$	3,500	\$	3,675	\$ 7,175
Salaries and Wages	\$	213,523	\$	224,199	\$ 437,722
Employee Benefits	\$	64,057	\$	67,260	\$ 131,317
Goods and Services	\$	103,419	\$	107,748	\$ 211,167
Equipment	\$	2,125	\$	2,125	\$ 4,250
Total Expenditures	\$	383,124	\$	401,332	\$ 784,456

**STAFFING FTE (B6)**

Faculty	3.00	3.00
Exempt	0.00	0.00
Classified	1.00	1.00
Hourly		
<b>Total FTE</b>	4.00	4.00

**Description:**

The growing number of limited English proficiency students in Washington's schools over the last five years has precipitated a critical shortage of elementary, middle and high school teachers who are trained in bilingual education and in teaching English as a Second Language (ESL). While Western Washington University is among the top two producers of P-12 teachers in the state, we do not have a state-supported program to prepare our graduates as bilingual and ESL teachers. To address the critical shortage of

bilingual and ESL teachers, Western seeks funding to create enrollment opportunities in the high demand field of Teaching English to Speakers of Other Languages (TESOL).

This proposal will enable students to earn endorsements in bilingual education and ESL while completing certification as elementary, middle, and high school teachers. Moreover, our proposal will enable Western Washington University to address the critical shortage of qualified bilingual and ESL teachers in the state of Washington.

*Demonstration of Unmet Student Demand.* This proposal will enable Western to respond to an unmet demand by students for access to an academic program that would prepare them for careers as bilingual and ESL teachers. Changing demographics in the state and the growing urgency for ESL and bilingual teachers has profoundly increased the demand for the TESOL program that can no longer be met through a self-sustaining program that discourages enrollment because of high fees. With an average **3 inquiries per day** from potential undergraduate students and practicing teachers regarding the availability of a state-funded TESOL program at Western, we face a profound and sustained demand for access. The proposed enrollment expansion grant will enable Western to meet student demand for access to the university and to the high-need teaching areas of bilingual and English as a second language.

*Demonstration of Employer Demand.* Because Washington and the nation as a whole are becoming more ethnically and linguistically diverse, bilingual education and ESL have emerged as high needs for P-12 schools and community colleges. According to the OSPI report, *Educating English Language Learners in Washington State*, over 90 percent of recent immigrants come from non-English-speaking countries, and many of these immigrants arrive with little or no formal education and many native-born ethnic group members do not speak English in the home. These immigration and birth patterns are contributing to the increase in the linguistic diversity of our public schools.

Many districts in the state of Washington report significant difficulties recruiting teachers qualified to teach students with limited English proficiency. According to the most recent *Washington Educator Supply and Demand Report* published by the Office of the Superintendent of Public Instruction, bilingual education and ESL top the list of teaching areas showing a shortage of qualified teachers.

Employer demand for bilingual and ESL teachers is not unique to the state of Washington. A national report by the American Association for Employment in Education lists the need for bilingual and ESL teachers as a significant data trend in all regions of the country, including the Pacific Northwest. Consistent with these trends, bilingual education and ESL have been listed as teacher shortage areas since 2000.

*Expanding Access and Participation for All Washington Residents.* Because of its mission to “prepare teachers to support the learning of *all* students,” the TESOL program tends to draw students from underrepresented populations, specifically ethnically diverse

students for whom English is their second language. This tendency is verified by the fact that 27% of the students currently enrolled in the self-sustaining TESOL program are students of color (as compared to 16% ethnically diverse students enrolled in WWU). This proposal will increase access to Western Washington University and the teaching profession for students of color with English as a second language. Moreover, these ethnically diverse students would have the opportunity to positively impact the learning of children in Washington's schools who are most at risk for academic failure.

The proposed enrollment expansion in the TESOL program would also increase access and participation for ethnically diverse Washington residents because of the availability of grants, scholarships, and tuition waivers for individuals entering the high-need areas of bilingual and ESL education. Unfortunately, because the TESOL program is currently offered through Western's Extended Education, students do not qualify for the same scholarship opportunities as students in state-supported programs. Once the TESOL program is converted to state support, students of color recruited to the TESOL program would be eligible for numerous state scholarships and federal grants available to ethnically diverse college students. TESOL program students pursuing ESL and bilingual endorsements would also be eligible for the Washington "forgiveness loan" program for teachers entering teacher shortage areas.

*Responding to State and Regional Needs.* According to the HECB State and Regional Needs Assessment, the regions of the state of Washington facing the greatest disparity with the state average college participation rate include the Northwest region in which Western Washington University is situated. In addition, the greatest enrollment pressure due to population growth includes Snohomish, Island, and Skagit counties, areas that are served by WWU. The report also states "the higher education system must develop strategies to increase the number of qualified K-12 teachers and administrators in key shortage areas, including English as a second language." The proposed expansion of this program for the preparation of bilingual and ESL teachers responds to state and regional higher education needs as well as market demands.

*Western's 2006-07 TESOL Program.* Currently, a limited TESOL program is offered through Extended Education programs at Western and is supported through self-sustaining tuition collections. Without state funding for the program, Western created a self-sustaining program through which demand has been marginally addressed. Unfortunately, this situation deters students from pursuing ESL and bilingual endorsements because of the relatively high cost of Extended Education tuition fees as compared to regular state tuition (an undergraduate student at Western will pay \$130.00 per credit hour in 2006-07, while Extended Education students pay a premium of \$174.00 per credit hour). Furthermore, students who would normally seek these endorsements as part of their teacher education program at Western are deterred by the high cost of paying both the per student credit hour rate for self-sustaining courses in addition to the state tuition for courses taken for the teacher education program.

*Proposed TESOL program in 2007-2009.* Western is seeking funding 1) to transition the current TESOL program to a more affordable, state-supported program that will enhance the number and diversity of students who can access necessary academic TESOL preparation to effectively teach English language learners; 2) to add more student FTE enrollments to the TESOL program.

*Expanding TESOL Coursework Requirements.* The current TESOL course sequence is designed to be completed in one year and leads to a Teaching English as a Second Language certificate but does not lead to Washington teaching endorsements in bilingual education and ESL. With state support, additional course work and practicum experiences will be added to the TESOL certificate program to meet the competencies set by Washington Administrative Code for endorsements in both ESL and bilingual education. The resulting TESOL program with endorsements in ESL and bilingual education will be comprised of a total of 35 quarter credits taken at the undergraduate level in conjunction with Western's teacher education programs. To meet the state need for teachers certified in both bilingual education and ESL, we will expand the TESOL course work requirements to meet Washington competencies required for those endorsements. This shift would provide fair and equitable access to all potential teachers and would enhance educator competencies. In turn, English language learners in the state would be better served through the provision of highly qualified bilingual and ESL teachers.

The TESOL program is interdisciplinary in nature, providing preparation in the core areas vital to the profession, including linguistics, grammar, second language acquisition, and a two-part methods course. One methods course focuses on basic English for new arrivals to this country, and the second methods course increases teacher competencies so they can provide access to regular classroom content for English language learners. Hands on classroom experience with English as a Second Language learners is an essential part of all program courses, culminating in the final course – a mentored teaching practicum. Students have a supervised experience teaching ESL in a local public school or college. This culminating experience also includes a weekly seminar to discuss observations, materials, and teaching strategies.

### **Narrative Justification and Impact Statement:**

*a) How does this decision package contribute to Western's strategic plan?* The package addresses all of the Western Washington University strategic objectives to demonstrate engaged excellence. Through the curriculum and scholarly requirements of the program, students are engaged in interactive learning and active participation in scholarly and creative activities. The faculty and staff of the program, including practicing teachers and scholars in P-12 schools, integrate the highest quality teaching and scholarship. Through the practicum and internship components of the program, students are engaged in civic engagement through which they develop leadership, effective citizenship, and social responsibility. Because of the TESOL program's

emphasis on the knowledge and skills for supporting the learning of English-language-learners, the program addresses the WWU strategic objective of a “diverse campus community that honors, appreciates, and celebrates diverse perspectives and backgrounds.” Additionally, the strategic plan requires the university to recruit and retain high quality and diverse students and to focus on enhancing financial resources available for student recruitment as well as enhancing recruitment efforts for targeted populations. The TESOL program tends to draw students from underrepresented populations, specifically ethnically diverse students for whom English is their second language.

**b) *Performance Measure Detail.*** The proposal to expand the Teaching English to Speakers of Other Languages (TESOL) program has the following goals:

- Increase access to a high-need program for the preparation of elementary, middle and high school ESL and bilingual teachers.
- Increase the number of highly qualified teachers by preparing 60 teachers per year graduating with ESL and bilingual endorsements.
- Increase the number of students from underrepresented groups earning teaching certification with ESL and bilingual endorsements.

The proposed program expansion meets Washington State requirements for supporting endorsement in teaching ESL. Teachers and future teachers can apply to add this endorsement if they have completed a primary endorsement in another field of study. The endorsement competencies have been established by the state of Washington, and all 29 ESL competencies are integrated into our TESOL curriculum. Through enrollment expansion, course work will be added to the current program to meet the Washington State requirements for bilingual endorsements. These Washington competencies for the ESL and bilingual endorsements will serve as the benchmarks by which we will assess the effectiveness of the program. A variety of assessment methods, including state-mandated and institutionally-developed assessment, will be used to assess student performance relative to the competencies ESL and bilingual endorsement competencies in WAC 180-82A:

- West-E/Praxis II Test for ESL and bilingual endorsements
- Course grades
- Program level assessments including a culmination project
- Performance evaluations completed during the practicum
- Program alumni survey
- Employer evaluations during the first year of employment in P-12 schools

In addition to the assessment of student performance, the TESOL program will be evaluated by students regarding perceptions of the quality and effectiveness of teaching and practicum experiences measured by the WWU student course evaluation process. The extent of increased accessibility of the TESOL program will be

measured by comparing the percentage of TESOL students pursuing teacher certification and earning a TESOL endorsement before and after this the enrollment expansion grant period. The extent of increase in TESOL students from underrepresented groups will be measured using institutional data comparing enrollment demographics before and after the grant period.

An essential component of the work plan for the TESOL program will be the development of outcomes reports on the effectiveness. An assessment report will be written at the completion of 2007-08 and will include information regarding student performance relative to the state ESL and bilingual competencies, data from student course evaluations, and data regarding program accessibility. Analysis of this assessment data will be used to make program modifications for 2008-09. A second assessment report, completed in spring of 2009, will include the above information plus data on graduation rates and student survey of program effectiveness. The report will also specifically address data relative to placement rates and on-the-job performance of graduates from the program.

- c) ***Reason for change.*** Changing demographics in the state and the growing urgency for ESL and bilingual teachers has profoundly increased the demand for the TESOL program that can no longer be met through a self-sustaining program that discourages enrollment because of high fees. The growing number of limited English proficiency students in Washington's schools over the last five years has precipitated a critical shortage of elementary, middle and high school teachers who are trained in bilingual education and in teaching English as a Second Language (ESL).
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** *Opportunities for Students to Gain Work Experience.* Hands on classroom experience with English as a Second Language learners is an essential part of all program courses, culminating in the final course – a mentored teaching practicum. Students have a supervised experience teaching ESL in a P-12 school or other education setting. These practicum experiences provide opportunities for students to gain valuable work experience related to their field of study while attending college.

This proposal directly responds to state and regional economic needs and opportunities by preparing highly qualified bilingual and ESL teachers for Washington's schools. Changing demographics in the state, especially the sharp increase in the number of Limited English Proficiency (LEP) students, has precipitated a critical need for teachers who can support the learning of students from linguistically and culturally diverse backgrounds.

A growing number of elementary and secondary schools in the United States are charged with the education of students from linguistically and culturally diverse backgrounds, many of whom speak no or limited English. According to the U.S. Department of Education, the number of Limited English Proficiency (LEP) students

increased by 69% in the 1990s, and the number of LEP students is projected to grow to 104.3% by the end of 2006. Statistics for the state of Washington are comparable to national statistics – the number of LEP students in the state’s public schools increased by 104% in the last eight years.

WASL and LEP Students. Students not proficient in using the English language have a higher risk of academic failure. When children with little or no exposure to the English language enter the public schools they are often unable to profit fully from instruction in English. According to the National Clearinghouse for English Language Acquisition, LEP students tend to have lower levels of academic performance in math and reading and much higher dropout rates than their English-fluent peers. Recent figures released by the Office of the Superintendent of Public Instruction indicate that over half of the LEP students in Washington schools will fail to meet standard on one or more sections of the WASL.

Whereas previously the vast majority of LEP students attended urban schools, more and more are now attending schools in suburban and rural settings, thus becoming the responsibility of educators in all regions of the country. The future of these students when they leave school and, arguably, the very future of the nation, depends on how successful schools are in meeting the language and cultural needs of this population. However, a major obstacle facing schools in the education of LEP students is the shortage of qualified bilingual and ESL teachers.

Many districts in the state of Washington report significant difficulties recruiting teachers qualified to teach students with limited English proficiency. According to the most recent *Washington Educator Supply and Demand Report* published by the Office of the Superintendent of Public Instruction, bilingual education and ESL top the list of teaching areas showing a shortage of qualified teachers. Consistent with these trends, the U.S. Department of Education’s Federal Perkins Loan Teacher Cancellation teaching shortage areas include bilingual education and ESL. Bilingual education has been listed as a national shortage area for the past six years. Providing training to teachers with limited English proficiency students also appears to be a problem. During school year 2004-2005, less than 40 percent of teachers nationally reported having received some training to teach student from culturally and linguistically diverse backgrounds.

The Washington Education Reform Act aims to have *all* students meet high academic standards. Schools face a challenge to find and train teachers to meet the needs of the growing number of students with Limited English Proficiency. The proposed high demand enrollment expansion in the Western Washington University TESOL program directly responds to this challenge by preparing highly qualified bilingual and ESL teachers for Washington’s elementary, middle, and high schools.



- e) ***Impact on other state programs or other units of government.*** Targeting the preparation of bilingual and ESL teachers responds to the goals of expanding access and participation for all Washington residents. The expanded TESOL program will utilize partnerships with P-12 schools and community colleges that stand to benefit from the state's investment in preparing more bilingual and ESL teachers the expanded TESOL program will include school-based *practica* through which students gain work experience while attending college.

***Beneficial Partnerships with School Districts.***

Western Washington University maintains a tradition of strong partnerships with P-12 schools for the initial preparation and career-long professional development of educators. Through our partnerships with schools districts throughout the state of Washington, we place practicum and internship students in schools where our students work with and learn from experienced teachers who model best practices. These partnerships ensure that professional educators are continuously and substantially involved in the design, delivery, and evaluation of our programs for the preparation of teachers. We depend on our school partners to assist us in preparing capable future teachers who stay in the profession. Our school partners also benefit from our partnerships because our students provide valuable assistance in supporting the learning of P-12 students. Moreover, our school partners gain access to new teachers to fulfill critical needs in bilingual education and ESL.

***Beneficial Partnerships with Community Colleges.***

Our partnerships with community colleges insure articulation and smooth transfer of two-year college students to our teacher education programs. For example, Western Washington University, in collaboration with Everett Community College, Skagit Valley College, and Whatcom Community College and three regional public schools districts, established the *Pathways to Careers in Teaching* program through a grant awarded by the Higher Education Coordinating Board in October 1999. Through the program, we collaborate with our community college partners to support an efficient, non-redundant articulation stream from public schools to community college direct transfer A.A. degree programs to baccalaureate degree teacher preparation programs at Western. These transfer and tracking mechanisms are particularly valuable for recruiting first-generation, English as a second language learners to our TESOL program. The proposed enrollment enhancement will enable us to stream these students into careers as bilingual and ESL teachers.

- f) ***Relationship, if any, to the state's capital budget.*** No relationship.
- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions are required.
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** No.

- i) Discuss alternatives explored by the university.* To respond to demand for the TESOL program and the state need for ESL teachers, WWU delivers a self-sustaining program at our off-campus site in Everett. Unfortunately, the program has failed to meet the demand for the TESOL program by students on the Bellingham campus who want to earn the ESL endorsement in conjunction with their teacher education program. While the Everett-based program addresses the state need for more ESL teachers, student demand is barely sufficient to sustain the program there.
- j) Budget impacts in future biennia.* An amount of \$401,332 (\$327,832 General Fund-State) in FY 2008-09 will be recurring on an annual basis.
- k) A distinction between one-time and ongoing functions and costs.* There are no one-time costs in this decision package.
- l) Effects of non-funding.* Without state funding, creating additional access to this high-demand program for the preparation of elementary, middle, and high school bilingual and ESL teachers will not be possible. Western Washington University will continue to turn away prospective students seeking the educational preparation to become bilingual and ESL teachers.
- m) Expenditure Calculations and Assumptions.* The requested funding level per FTE for 2007-08 is \$10,671 GF-S for 30 FTE upper division enrollments, and for 2008-09 it is \$9,367 GF-S for 35 FTE upper division enrollments.

**DECISION PACKAGE TITLE: General Enrollment Growth.**

**Agency Recommendation Summary Text:**

For 2007-2009, in accordance with the University's strategic plan, increase Western's budgeted enrollment level by 120 FTE students each year of the biennium. Total budgeted enrollment would be 11,849 FTE for 2007-08 and 11,969 for 2008-09, including 2006-07 HECB high demand enrollments (+ 25 FTE).

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 980,544	\$ 1,992,384	\$ 2,972,928
Fund 149, Operating Fee Account	\$ 388,200	\$ 776,400	\$ 1,164,600
<b>Total Resources</b>	<b>\$ 1,368,744</b>	<b>\$ 2,768,784</b>	<b>\$ 4,137,528</b>
<b>USES (EXPENDITURES)</b>			
Faculty	\$ 462,000	\$ 970,200	\$ 1,432,200
Exempt	\$ 132,500	\$ 306,075	\$ 438,575
Classified	\$ 112,000	\$ 268,800	\$ 380,800
Hourly	\$ 18,000	\$ 23,000	\$ 41,000
Salaries and Wages	\$ 724,500	\$ 1,568,075	\$ 2,292,575
Employee Benefits	\$ 188,370	\$ 407,700	\$ 596,070
Goods and Services	\$ 334,905	\$ 678,010	\$ 1,012,915
Equipment	\$ 120,969	\$ 115,000	\$ 235,969
<b>Total Expenditures</b>	<b>\$ 1,368,744</b>	<b>\$ 2,768,784</b>	<b>\$ 4,137,528</b>

**STAFFING FTE (B6)**

Faculty	7.00	14.00
Exempt	2.50	5.50
Classified	3.50	8.00
Hourly		
<b>Total FTE</b>	<b>13.00</b>	<b>27.50</b>

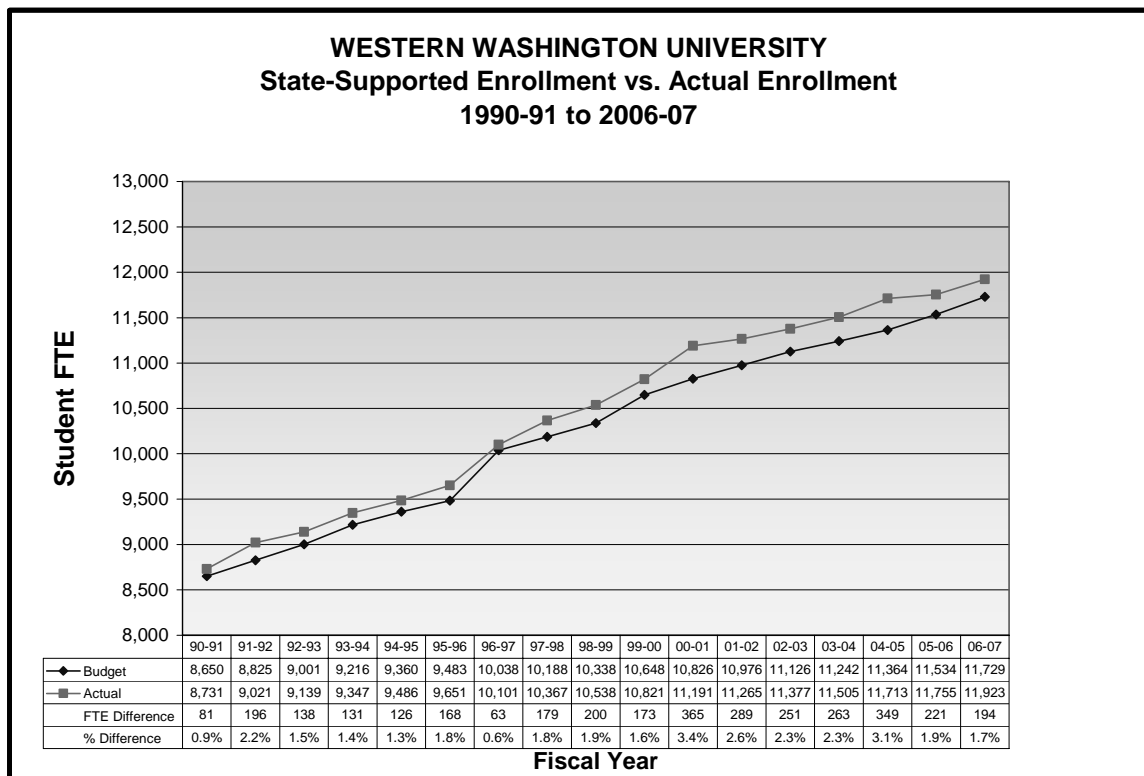
**Narrative Justification and Impact Statement:**

As Western continues to experience a strong demand for enrollment, the University will continue to improve its enrollment planning and management activities that reflect its commitment to diversity; an appropriate upper/lower division mix; on- and off-campus

student demand for courses and majors; and academic program goals. The number of applicants for admission continues to exceed by far the number of students the University can accept due to space limitations and Western's lower average per FTE funding level among the baccalaureate institutions.

The chart below (Chart A) provides basic information on enrollment growth at Western and demonstrates that actual enrollments have exceeded budgeted or state-funded enrollments for many years, from a low of 63 FTE or 0.6% in 1996-97 to a high of 365 FTE or 3.4% in 2000-01. An over-enrollment of approximately 194 FTE or 1.9% is estimated for 2006-07. As a direct result of Western's enrollment management strategies practiced over the past few years, Western has successfully managed its enrollment levels closer to budgeted enrollment targets.

CHART A



\* 2006-07 budgeted enrollment include 25 High Demand FTE

\*\* 2006-07 actual enrollment estimated by WWU

**Narrative Justification and Impact Statement:**

- a) ***How does this decision package contribute to Western's strategic plan?***  
Western's strategic plan calls for the University to maintain its growth trajectory and to improve enrollment management. The plan notes that "Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth", and recommends that the University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013."
- b) ***Performance Measure Detail.*** Western provides detailed enrollment data to the Office of Financial Management that shows progress in the University's enrollment objectives for each academic year. In addition, on an annual basis, Western submits data on accountability performance measures to the Higher Education Coordinating Board (HECB), to the Governor and to the Legislature.
- c) ***Reason for change?*** This is an ongoing issue for all state universities as enrollment levels continue to increase in response to the growing demands for access to higher education.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Improved access to higher education for the citizens of Washington.
- e) ***Impact on other state programs or other units of government.*** Individuals completing undergraduate and/or graduate degrees will experience significant improvement in their standard of living through higher wages. All components of state and local government and all facets of the economy are dramatically improved as citizens improve their personal financial circumstances. Reliance on state and federal assistance should decline when citizens have access to better workforce opportunities.
- f) ***Relationship, if any, to the state's capital budget.*** There is a direct relationship between Western's growth rate and its capital budget. The University currently exceeds the classroom utilization standard set by the Higher Education Coordinating Board. Additional capital facilities are required for Western to meet its planned maximum enrollment level of 12,500 FTE students. Consequently, it is imperative that Western's immediate and major capital project, the Academic Instructional Center, be completed as soon as possible in order to help accommodate these enrollments and future enrollments. Projected completion date at this time is January 2009. Additionally, several remodel and infill projects

must proceed on schedule to provide the capacity that Western needs for additional enrollments.

- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** No revisions to RCW or WAC.
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** This package does not require a legislative proposal.
- i) ***Discuss alternatives explored by the university.*** Western recognizes that the demand for a residential, high-quality undergraduate experience, for which the University has a national reputation, continues to grow within the state. By planning for on-campus enrollment growth, the University is focusing on its strengths in serving state citizens. Without additional funding for enrollment growth, Western would be compelled to explore enrollment growth moratorium until sufficient operating and capital funds catch-up with current enrollment levels. Western recognizes, however, that such a moratorium would be unresponsive to the growing demand for higher education access within the state as defined by the OFM and the HECB.
- j) ***Budget impacts in future biennia.*** 2008-09 costs of \$2,768,784 (\$1,992,384 General Fund-State) are permanent and will continue on an annual basis. A carry-forward amount of \$1,400,039 (\$1,011,840 General Fund-State) will impact the 2009-2011 biennial budget.
- k) ***A distinction between one-time and ongoing functions and costs.*** A component of the decision package is \$55,969 (\$40,215 General Fund-State) in one time funding for equipment related to the hire of new faculty. Enrollment funding is an ongoing cost. All program and service level components of this request decision package item are intended as permanent increases to the University's base budget level.
- l) ***Effects of non-funding.*** Failure to increase enrollment funding will reduce Western's ability to effectively serve state citizens and could lead the University to impose a moratorium on enrollment growth.
- m) ***Expenditure Calculations and Assumptions.*** In order to make progress toward a balanced enrollment mix, the University is requesting an enrollment mix of 80 percent undergraduate students and 20 percent graduate students (for FY 2007-08, 96.00 FTE undergraduate students and 24.00 FTE graduate students; for FY 2008-09, 192.00 FTE undergraduates and 48.00 FTE graduate students). In accordance with per FTE GF-S funding provided in 2005-2007, Western is requesting funding within this decision package at a General Fund-State average

funding level for undergraduate students of \$6,404 in 07-08 and \$6,506 in 08-09; and an average funding level for graduate students of \$15,240 in 07-08 and \$15,484 in 08-09. These averages are based on the 2005-2007 per FTE funding levels of \$6,303 for undergraduates and \$15,000 for graduate students, adjusted annually by the implicit price deflator for application in the 2007-2009 biennium.

**DECISION PACKAGE TITLE: Competitive Compensation for Faculty and Exempt Staff.**

**Agency Recommendation Summary Text:**

Competitive compensation remains Western's number one priority. Faculty salaries at Western continue to lag behind the peer-group average of comparable public universities as defined by the HECB. Western's commitment to the highest quality learning environment begins with retaining its highly qualified faculty and staff through competitive compensation.

**Fiscal Detail:**

As has been the general practice of the state baccalaureate institutions, Western's 2007-2009 biennial budget request does not include a dollar request amount for compensation increases for faculty and exempt staff. Western will provide detailed calculations on the cost of implementing compensation adjustments for faculty and exempt staff as required during the biennial budget process and the 2007 legislative session. The narrative discussion below provides justification and details the critical importance of competitive compensation to maintaining the quality of our academic programs. Western will work with OFM and legislative staffs to provide detailed calculations once all cost factors are identified.

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Faculty	\$	\$	\$
Exempt	\$	\$	\$
Classified	\$	\$	\$
Hourly	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

The cost of implementing a 1% per year compensation adjustment in 2007-2009 for Western faculty and exempt staff is estimated to be \$1.803 million including associated benefits.

**Description:**

The Washington Learns Higher Education Advisory Committee reported to the Governor that faculty salaries in Washington need to be competitive and that the state is losing ground:



*“...Washington ranks next to last among the Global Challenge States and well below this peer group and the national averages on average salaries overall for faculty on 9/10 month contracts in public institutions. The state is losing ground relative to the other Global Challenge States with respect to faculty salaries in four-year institutions. Washington has moved from next to last to last in terms of the average salary of full professors in these institutions. During the same period it fell an additional six percent behind the average of the GC states.... This is an issue the state needs to address.....salaries need to be competitive.”*

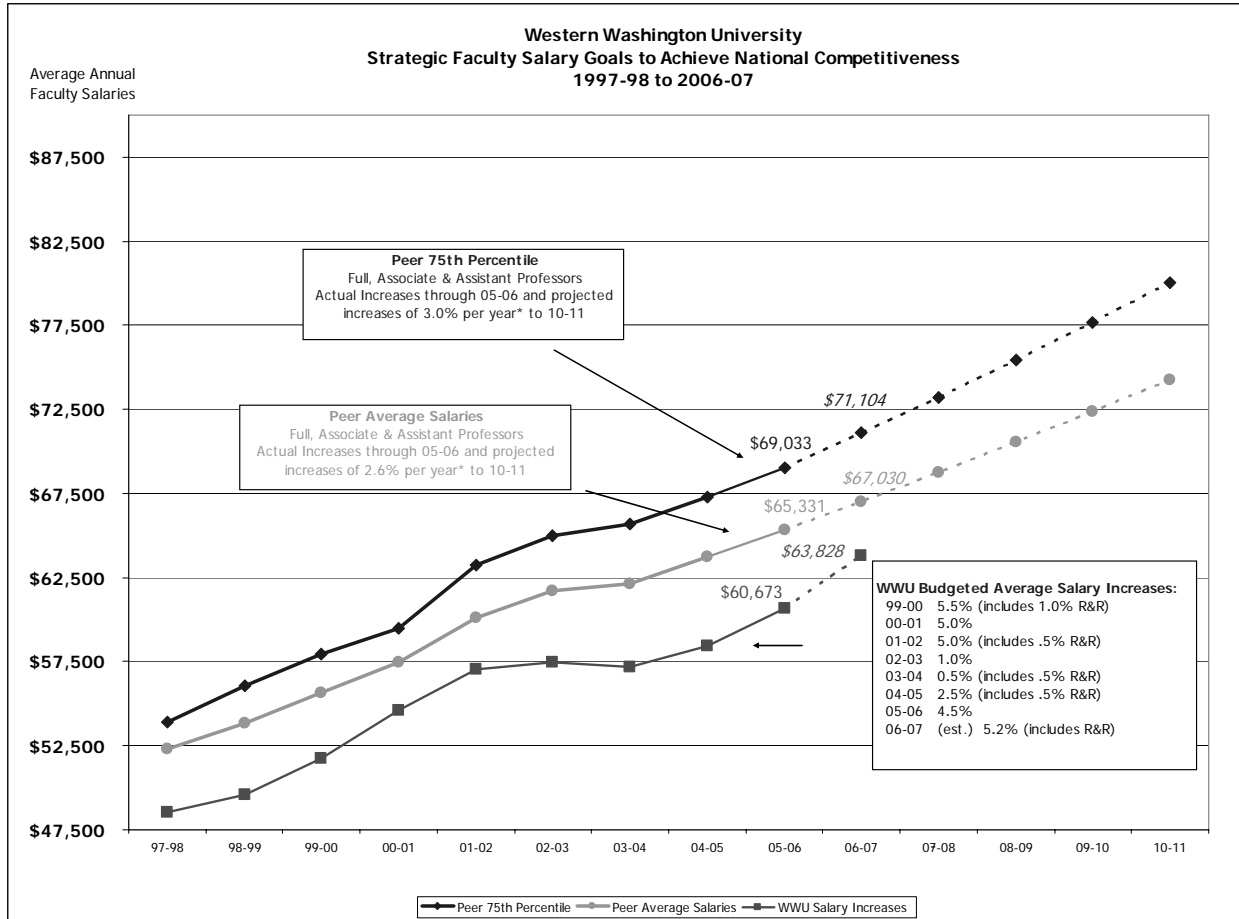
*- Making the Grade, Washington Higher Education on the Global Challenge*

#### Western Failed to Reach Its Six-Year Salary Plan Goal by 2004-05

Initiated in 1999-00 by Western's President and affirmed by its Board, a six-year salary plan was put in place that called for a 5% increase per year in order to reach the 75<sup>th</sup> percentile of faculty peer salary levels by 2004-05. For the first three years of the plan, WWU, in partnership with the state, fulfilled its commitment to faculty by steadily progressing towards meeting this goal. However, as shown in Chart A below, Western's unwavering commitment to improving the competitiveness of faculty salaries to the 75<sup>th</sup> percentile fell behind in 2002-03 with the state's revenue crisis and inability to provide state-funded general salary increases from 2002-03 to 2004-05. With the state's partial recovery in 2005-2007 wherein state-funded general salary increases were provided once again--a 3.2% increase in 2005-06 and a 1.6% increase in 2006-07 --Western, committing local funds to enhancing faculty salaries, has regained some of the ground lost from 2002-03 to 2004-05. Unfortunately, as can be seen in Chart A, it is difficult to fully recover when comparator institutions are moving ahead.

A significant financial commitment from the state is needed in the next several biennia (2007-2009, 2009-2011, and beyond) if Western is to accelerate its improvement in faculty salaries and to compete favorably within the national market.

CHART A



As can be seen by the chart above, while in 00-01, Western faculty were within 8.9 percent of the 75<sup>th</sup> percentile and 5.3 percent of the peer-group average, in 04-05 that gap had risen to 15.1 percent and 9.1 percent, respectively. It is estimated that the gap is again narrowing, and that Western faculty will be within 4.5 percent of the peer-group average and 10.2 percent of the 75<sup>th</sup> percentile by the end of 06-07.

Offsetting the Impacts of the Cost of Living:

In addition to recognizing that Western and all higher education institutions must compete in a national market for faculty and many administrators, it is imperative that annual salary commitments from the state take into consideration cost of living impacts.

Our analysis shows that, on average, the state has provided a 1.7% salary increase per year over the past six years (FY 2001 through FY 2006). During this same time period, the cost of living in Bellingham and surrounding areas rose dramatically. Healthcare premiums for all of Western's employees have increased significantly--in some instances, by well over 1000%. Additionally, the Bellingham and Whatcom housing markets exploded, with housing costs nearly doubling over this period of time (up until 2000, these markets were more comparable to real estate markets in central and eastern Washington than to Seattle's housing market). And, as with all other parts of the state, energy and fuel costs have also doubled. Considering only the rise in healthcare premiums, using average FY 2000-01 faculty and staff salaries as a base, year-over-year increases in compensation resulting from the state's investment have been short on average by \$816 in each of the last four years in covering the annual increases in family health care premiums (using the Group Health Option). Adequately covering inflationary costs is a first and critical step to improving salaries at Western.

Highly qualified faculty and staff ensure that University programs and services continue to be provided in an effective and efficient manner critical to delivering a high quality undergraduate education.

- a) ***How does this decision package contribute to Western's strategic plan?*** Clearly outlined in Western's new strategic plan is the commitment to maintaining ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff. Also outlined is the University's need to devote more resources to support innovative teaching, high quality scholarly, and creative activities.
- b) ***Performance Measure Detail.*** Measurement of this objective will continue to be the peer salary percentile comparisons as reported by the Higher Education Coordinating Board.

- c) ***Reason for change?*** Competitive compensation remains critical to the quality of Western's programs.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Quality faculty is essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country, a niche engendered by creating a learning environment that permits close faculty-student interaction and student access to top-class faculty. To provide a quality competitive educational experience for students, academic programs must continue to be innovative and responsive to the most recent knowledge and technologies within academic disciplines. Employing and retaining highly qualified faculty and staff will assure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.
- e) ***Impact on other state programs or other units of government.*** Students who graduate from Western frequently become Washington State Government's engineers, chemists, mathematicians, economists and other highly skilled professionals. Western's ability to provide competitive salaries to faculty and staff directly impacts the quality of programs available to Western graduates.
- f) ***Relationship, if any, to the state's capital budget.*** Not applicable
- g) ***Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** None
- h) ***Does the package require WWU to propose legislation that will be related to the package?***  
No
- i) ***Discuss alternatives explored by the university.*** Competing budgetary demands require that Western invest local funds carefully and continue to weigh its ability to supplement state funding support for salary increases through local funds. In the past, Western has been able to partially offset inflationary impacts and to improve faculty and staff salaries by directing local funds to this purpose. As the University moves forward to accommodate increasing enrollments, it becomes increasingly difficult to dedicate sufficient resources to compensation.
- j) ***Budget impacts in future biennia.*** Compensation increases are permanently added to the base budget of the University. Salary increases implemented in the second year of the biennium must be funded for both years of the ensuing biennium.
- k) ***Distinction between one-time and ongoing functions and costs.*** Not applicable

- 1) ***Effects of non-funding.*** Both faculty and staff will continue to lose economic footing and purchasing power. It is possible that the rate of attrition will increase as Western loses more of its highly skilled and qualified employees to institutions able to offer more competitive compensation.

**DECISION PACKAGE TITLE: Recruitment and Retention Funding for Faculty and Exempt Staff.**

**Agency Recommendation Summary Text:**

As the national employment market conditions for higher education continue to improve, and the cost of living in Bellingham explodes, Western is requesting significant state investment in a recruitment and retention funding pool.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 500,000	\$ 1,250,000	\$ 1,750,000
<b>Total Resources</b>	<u>\$ 500,000</u>	<u>\$ 1,250,000</u>	<u>\$ 1,750,000</u>
<b>USES (EXPENDITURES)</b>			
Faculty & Exempt R&R	\$ 397,000	\$ 992,000	\$ 1,389,000
Exempt	\$ -	\$ -	\$ -
Classified	\$ -	\$ -	\$ -
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ 397,000	\$ 992,000	\$ 1,389,000
Employee Benefits	\$ 103,000	\$ 258,000	\$ 361,000
Goods and Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
<b>Total Expenditures</b>	<u>\$ 500,000</u>	<u>\$ 1,250,000</u>	<u>\$ 1,750,000</u>

**Description:**

The best universities “are built on the shoulders of its faculty”, and there is keen competition among universities, industry, government, and other non-profit institutions, to hire the best scholars and teachers. The economic demand for graduates enrolled in science, technology and other high demand disciplines has created a nationwide vacuum for highly qualified, specialized faculty. The competitive landscape for recruiting and retaining high quality faculty and staff has become more challenging than ever.

For the past decade, Western has made faculty recruitment and retention one of its highest priorities. While Western continues to remain focused and steadfast on delivering the highest quality education through our faculty and exempt staff, our ability to offer competitive compensation packages is now challenged. It is becoming increasingly difficult to successfully hire the best candidates for available faculty positions.

*Whatcom and Skagit Counties -- Housing Costs.* Housing costs in both Whatcom and Skagit counties have soared in the past five years, making it increasingly difficult for prospective candidates to accept employment at Western. Prospective and current faculty members no longer have sufficient salary support to consider purchasing a home in Bellingham area. From 2002 to 2006, the average median cost of housing in Whatcom and Skagit Counties has increased by 68% and 55%, respectively. Should this trend in appreciation continue, an assumption that is agreed upon by most authorities who compile this information, the average price of a house in Bellingham in 2002 will have doubled by 2009.

While housing prices across Washington State and the country also have risen considerably over the same period of time, Western faces a unique dilemma insofar as this extraordinary rate of appreciation has occurred so recently and has so greatly diminished the purchasing power of Western salaries. Position offers are now being declined by highly sought after professors and professional staff with housing costs increasingly cited as a primary reason.

Using historical and projected data from the *Office of Federal Housing Enterprise Oversight* and *CNNMoney.com*, the table below illustrates the impact of soaring housing prices on the purchasing power of the average faculty salary for Western faculty. In 2002, it is estimated that approximately 19% of the average faculty salary at Western went to pay for housing. In 2006, approximately 30% of the average faculty salary at Western was required for housing costs, and it is anticipated to grow to 33% by 2009.

TABLE 1

Western Washington University Ratio of Average Annual Housing Cost to Average Faculty Gross Income (Based on a 30 year mortgage rate of 6.25%)								
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Average Home Price</i>	\$ 164,500	\$ 176,200	\$ 202,200	\$ 237,400	\$ 277,000	\$ 306,916	\$ 319,193	\$ 328,768
<i>Annual Percentage Change</i>		7.1%	14.8%	17.4%	16.7%	10.8%	4.0%	3.0%
<i>Avg Home Price Less 10% Down</i>	\$ 148,050	\$ 158,580	\$ 181,980	\$ 213,660	\$ 249,300	\$ 276,224	\$ 287,273	\$ 295,892
<i>Annual Housing Payment</i>	\$10,939	\$11,717	\$13,446	\$15,786	\$18,420	\$20,409	\$21,225	\$21,862
<i>Average Annual Gross Income</i>	\$ 57,017	\$ 57,448	\$ 57,210	\$ 58,433	\$ 60,673	62,493	64,368	66,299
<i>Percentage of Annual Housing Cost to Annual Gross Income</i>	19%	20%	24%	27%	30%	33%	33%	33%

Table 2 below underscores how Western (WWU) faculty have been adversely impacted by recent and extraordinary increases in housing costs when compared to faculty at Eastern Washington University (EWU) and the University of Washington (UW). For example, it is estimated that in 2006, Western faculty will devote 30% of their gross income to housing, while EWU faculty will devote 20%, and faculty at UW will devote 26%. It is presumed that these differences are explained in part by higher average salaries at UW, a flagship research institution, as well as a relatively lower cost of living at EWU.

TABLE 2

Western Washington University Ratio of Average Annual Housing Cost to Average Faculty Gross Income WWU, EWU, and UW								
Percentage of Annual Housing Cost to Annual Gross Income	2002	2003	2004	2005	2006	2007	2008	2009
EWU	14%	15%	16%	17%	20%	22%	22%	22%
UW	21%	22%	22%	24%	26%	28%	29%	29%
WWU	19%	20%	24%	27%	30%	33%	33%	33%

*Loss of Key and Experienced Faculty and Staff.* As salaries improve in the national higher education market, Western risks the continuing loss of experienced faculty and staff. Recruitment and retention funds are used to protect our highest performing faculty and staff by offering retention incentives. Additionally, these funds make it possible for Western to continue to recruit high caliber faculty by matching competing market-based salary offers.

*Start-up Equipment for New Faculty.* An important component of the faculty retention and recruitment is the provision of equipment for new faculty. Western recognizes that talented new faculty members possess expertise and knowledge of recent advances in knowledge. Recruiting such faculty requires the University to invest in leading-edge, even customized, equipment, computing hardware and software, library holdings, and laboratories. Appropriately equipped laboratories engender the highest quality undergraduate instruction and scholarly activities consistent with faculty interests, student needs, and University expectations. New faculty expect and are able to command from other potential employers, state-of-the-art equipment as part of their recruitment. Many institutions of higher education with which we compete for the best faculty, include equipment in their employment offers to faculty who need modern technology to continue their scholarly activities. Start-up packages for equipment can be as high as \$50,000 to \$85,000, especially for faculty in the sciences.

*Tempering Inflation.* State appropriations for recruitment and retention have helped to temper the impact of inflation and competition for faculty in the past. However, because of lulls in the state economy, funding for recruitment and retention has not always been available. Recruitment and retention funds in the past have gone to enhance offers to prospective faculty and enabled Western to retain some of our most productive and highly skilled faculty and staff.

*Summary.* Without additional and significant resources to provide faculty with the compensation they need to live and thrive in Bellingham, it will become increasingly difficult to attract desired candidates and to protect our highest performing faculty and staff. Western, through its strategic plan, is committed to recruiting and retaining the best and to do so requires competing in a national market.



**Narrative Justification and Impact Statement:**

- a) ***How does this decision package contribute to Western's strategic plan?*** The University's Strategic Plan calls for 1) maintaining an ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff; 2) enhancing the diversity of faculty and staff through recruitment, retention, and exchange opportunities; and 3) devoting special attention to responding to the high cost of housing for faculty and staff.
- b) ***Performance Measure Detail.*** The number of offers accepted by top candidates will improve considerably over the present rate. As new hires are employed at more competitive salaries, improvements will be tracked in the ratio of average annual housing cost to average annual faculty salaries, as demonstrated in Tables 1 and 2 above.
- c) ***Reason for change?*** Western continues to struggle with faculty and staff recruitment and retention. For example, competing institutions across the nation have offered Western faculty 20% to 30% more in salary to leave Western. Because housing costs were historically very low in Bellingham and the surrounding areas (i.e., prior to recent and extraordinary increases since 2001), Western was able to attract desired candidates despite significantly higher offers from other institutions. This was primarily due to our location; candidates were once willing to accept significantly lower offers from Western to relocate to the Bellingham locale, one of the most beautiful in the country. This so-called "quality of living" bonus that serves to enhance our best offers, appears to have diminished in value in light of the extraordinary and recent increases in the cost of housing in Whatcom and Skagit Counties. Consequently, position offers are more cautiously scrutinized than in the past.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Quality faculty is essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country. Employing and retaining highly qualified faculty and staff will insure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.
- e) ***Impact on other state programs or other units of government.*** Students who graduate from Western often go on to become engineers, chemists, mathematicians, economists and other highly skilled professionals in Washington state government. Western's ability to offer competitive salaries to faculty and staff directly impacts the quality of Western graduates and the Washington workforce.

- f) Relationship, if any, to the state's capital budget.* None
- g) Revisions required changes to existing RCW, Washington Administrative Code(WAC), contract, or state plan in order to implement the change.* None
- h) Does the package require WWU to propose legislation that will be related to the package?* No
- i) Discuss alternatives explored by the university.* Western has been able to internally fund a small portion of what is needed for recruitment and retention, but has been unable to consistently address the problem. As with most other institutions of higher education, overall resources at Western are limited and consumed by basic core operating needs. In order to address this issue, increased funding is required. The Western Foundation is seeking ways to help address the dilemma faced in recruiting due to the high cost of housing in the area.
- j) Budget impacts in future biennia.* An amount of \$1,250,000 in FY 2008-09 is ongoing on an annual basis. If funded, there will be a carry-forward impact of \$750,000 in the 2009-2011 biennium.
- k) A distinction between one-time and ongoing functions and costs.* The amounts included in this package will be ongoing.
- l) Effects of non-funding.* There will be continuing erosion in the University's ability to recruit and retain highly qualified and talented faculty and staff.

**DECISION PACKAGE TITLE: Recruitment and Retention of a Diverse Workforce.**

**Agency Recommendation Summary Text:**

Resources are requested to assist Western in playing a more effective role in recruiting and retaining a diverse faculty and staff. Increased demand for diverse faculty and staff in higher education across the nation has created a very competitive marketplace.

**Fiscal Detail:**

Account Detail:						
	2007-08		2008-09		2007-09	
<b>RESOURCES</b>						
Fund 001, General Fund - State	\$	242,042	\$	363,447	\$	605,490
<b>Total Resources</b>	\$	242,042	\$	363,447	\$	605,490
<b>USES (EXPENDITURES)</b>						
Faculty/Staff R&R Pool	\$	120,000	\$	240,000	\$	360,000
Classified	\$	17,000	\$	17,850	\$	34,850
Salaries and Wages	\$	137,000	\$	257,850	\$	394,850
Employee Benefits	\$	4,420	\$	4,641	\$	9,061
Goods and Services	\$	100,622	\$	71,600	\$	201,579
Equipment	\$	-	\$	-	\$	-
<b>Total Expenditures</b>	\$	242,042	\$	334,091	\$	605,490

**STAFFING FTE (B6)**

Faculty	0.00	0.00
Exempt	0.00	0.00
Classified	0.50	0.50
Hourly		
<b>Total FTE</b>	0.50	0.50

**Description:**

Recruiting and retaining a diverse faculty and staff is one of Western Washington University's many commitments to valuing diversity, as articulated in its Strategic Plan. Many efforts have been undertaken and progress has been made over the years in achieving a more diverse workforce. Nonetheless, only 12% of Western's total workforce (.5 FTE or greater) are faculty and staff of color, making them underrepresented in most job groups across campus. And while women make up 52% of Western's overall workforce, they are underrepresented as tenure-track faculty in five of the seven Colleges. (See Western Washington University's 2006 Affirmative Action

Plan for utilization of women and minorities, compared to availability in the labor market).

Western is required as a federal contractor to “make good faith efforts” to recruit diverse applicant pools for its open positions. The recent University of Michigan Supreme Court case set an important precedent in calling diversity “a compelling state interest” for institutions of higher education, and our academic and administrative leaders strongly support a more diverse work force as well as a more diverse student body.

Increased demand for diverse faculty and staff in higher education across the nation has created a very competitive marketplace in which Western cannot play an effective role without additional resources.

Because of Western’s location and the lack of a critical mass of any ethnic minority groups in Bellingham, Western faces additional challenges in recruiting and retaining diverse applicants, especially for its open faculty and exempt professional positions. Even though the Hispanic population in Whatcom, Skagit and King Counties has doubled between the 1990 and 2000 census and continues to dramatically increase, it is primarily a non-college educated population which is not competitive for our faculty or professional, exempt positions. Nonetheless, children of this growing, mainly immigrant community, will potentially, over time, result in an increasingly diverse student body at Western. An increasingly diverse workforce of faculty and staff will play a key role in effectively recruiting and retaining increasingly diverse students.

Further, the increasing local Hispanic population provides a potentially diverse applicant base from which Western could draw for classified, non-exempt open positions. If sufficient funds were available to hold enhanced, targeted job fairs and initiate outreach programs, members of this community, who potentially could qualify for some of Western’s positions, could be recruited.

This decision package consists of two components: 1) creating and maintaining a diversity recruitment and retention fund pool dedicated to enhancing salary packages for competitive candidates; and 2) increased and proactive investment in attracting a more diverse workforce.

*Additional Diversity Recruitment and Retention Funding:* Recruiting diverse faculty and staff and retaining diverse faculty and staff are critical to ensuring that an increasingly diverse workforce thrives at Western. The ability to make competitive offers, counter-offers, and efficiently fund retention initiative programs are vital to this effort. An amount of \$120,000 in FY 2007-08 and an additional \$120,000 in FY 2008-09 is necessary to ensure that Western is able to adequately compete in the national market for ethnic minority and women candidates.

*Additional and Proactive Investment in the Recruiting Process.* (\$95,000 per year) Western's academic and professional level search committees have indicated that it is a challenge identifying sufficient funds to invite adequate numbers of candidates in for interviews from across the nation in national searches. This lack of funding also precludes Western from advertising in a sufficient number of publications that specifically target minorities and women. Proactive recruiting of a diverse workforce requires increased investment in outreach to faculty and staff of color and other diverse communities via targeted and more effective advertising; holding job fairs aimed at achieving increased diverse applicants; traveling to conferences that target diverse faculty and staff [e.g. the National Conference on Race and Ethnicity (NCORE) and the Hispanic Association of Colleges and Universities (HACU), etc.], and the development and publication of new and revised publications and brochures designed to interest and attract diverse candidates.

Increased marketing for diversity and additional outreach is critically important. Additional efforts would be launched in several areas: 1) revising Western publications to target diverse faculty and staff and the reproduction and dissemination of these publications; 2) increasing advertising targeted at ethnic minorities and women in selected publications aimed at recruiting for diversity in higher education (e.g., "Diverse Issues in Higher Education," "Hispanic Outlook," "Women in Higher Education," etc.); and finally, 3) in order to attract the rapidly increasing minority population in Whatcom and neighboring counties, a part-time coordinator position would be created for outreach, specifically for classified positions, to these communities. The cost of this position, with benefits, travel and associated program costs would be approximately \$30,000 per year.

Proactive investment in attracting a more diverse workforce is a critical component of this decision package and would require approximately \$95,000 per year.

#### **Narrative Justification and Impact Statement:**

- a) How does this decision package contribute to Western's strategic plan?* The package addresses all of the Western Washington University strategic objectives related to diversity. One of Western's strategic objectives is to create and maintain "a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds." Western's strategic actions underscore the need "to enhance its emphasis on increasing the diversity of its faculty and staff through recruitment, retention, and exchange opportunities."
- b) Performance Measure Detail.* Western will continue to measure the representation of ethnic minorities and women in its workforce through its Affirmative Action Plan, as well as year-to-year improvements, especially with regard to increased flexibility in ensuring competitive recruitment and retention. Western's Equal Opportunity Office will report on improvements in outreach with regard to academic and

professional level search committees, and will monitor and report on the outreach efforts of the .50 FTE outreach coordinator to be funded by this package.

- c) ***Reason for change?*** Western's challenge to recruit and retain a diverse workforce has been exacerbated in recent years by the highly competitive market in higher education across the nation that increasingly strives to hire diverse faculty and staff. This situation has contributed to pricing Western out of the market. Our location and significant increases in cost-of-living in the Bellingham area are also factors.
- d) ***Impact of change on students and the citizens of Washington, and services provided by WWU.*** Dramatic increases in minority populations in Washington, will, over time, result in an increasingly diverse student body. An increasingly diverse workforce of faculty and staff will play a key role in effectively recruiting and retaining increasingly diverse students. A more diverse workforce will enrich the academic context for all our students and better prepare them as citizen scholars in the global economy of the 21st Century.
- e) ***Impact on other state programs or other units of government.*** Funding this package will not have a direct impact on other state programs or other units of government.
- f) ***Relationship, if any, to the state's capital budget.*** None
- g) ***Revisions/required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*** None
- h) ***Does the package require WWU to propose legislation that will be related to the package?*** This package does not require a legislative proposal.
- i) ***Discuss alternatives explored by the university.*** The Equal Opportunity Office at Western has been working closely with Western's search committees in identifying proactive ways to attract diverse applicants. All too often, however, there is lack of sufficient resources to place announcements targeted at underrepresented groups or to travel and attend meetings/conferences that could impact more diverse applicant pools through closer networking.
- j) ***Budget impacts in future biennia.*** An amount of \$363,446 for FY 2008-09 will be ongoing and the decision package will result in a carry forward budget impact in the following biennium or 2009-2011. Carry forward is estimated at \$121,404 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$363,446 and FY 2007-08 recurring costs of \$242,042.
- k) ***A distinction between one-time and ongoing functions and costs.*** All of the requested amounts in this decision package will require on-going funding.

- 1) ***Effects of non-funding.*** Western's ability to make competitive offers, counter offers, and fund retention initiative programs for ethnic minorities and women will be impacted. Without a dedicated source of funding, academic and administrative units will continue to struggle in their recruiting and retention efforts aimed at enhancing diversity in Western's workforce.

**DECISION PACKAGE TITLE: Bargaining Unit A – WFSE Clerical.**

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

Bargaining Unit A – Washington Federation of State Employees/Clerical – includes all non-supervisory office and clerical classes.

**Fiscal Detail:**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

**Description:**

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 1, 2006, budget submission does not include Western’s request for funds necessary for 2007-2009 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2006, along with copies of the bargained and ratified agreement.



**DECISION PACKAGE TITLE: Bargaining Unit B – WFSE Trades.**

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

Bargaining Unit B – Washington Federation of State Employees/Trades – includes all non-supervisory operations classes; skilled crafts, semi-skilled operatives, unskilled laborers, service workers and apprentices.

**Fiscal Detail**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

**Description:**

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 1, 2006, budget submission does not include Western’s request for funds necessary for 2007-2009 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2006, along with copies of the bargained and ratified agreement.

**DECISION PACKAGE TITLE: Bargaining Unit PTE – PSE Professional Technical.**

<b>Competitive Compensation for Classified Staff</b>
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**Agency Recommendation Summary Text:**

Bargaining Unit PTE – Public School Employees of Washington Professional/Technical – includes all non-supervisory technical classes.

**Fiscal Detail**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

**Description:**

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 1, 2006, budget submission does not include Western’s request for funds necessary for 2007-2009 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2006, along with copies of the bargained and ratified agreement.

**DECISION PACKAGE TITLE: Bargaining Unit D – PSE Supervisory Units A & C.**

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

Bargaining Unit D – Public School Employees of Washington/Supervisory Units A & C – includes all supervisory/manager classes.

**Fiscal Detail**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

**Description:**

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 1, 2006, budget submission does not include Western’s request for funds necessary for 2007-2009 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2006, along with copies of the bargained and ratified agreement.

**DECISION PACKAGE TITLE: Bargaining Unit E – WFSE Supervisory Unit B.**

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

Bargaining Unit E – Washington Federation of State Employees/Supervisory Unit B – includes all supervisory maintenance classes; custodial services, grounds, security, carpentry, electrical, engineer, painter; and plumbers, pipe fitters, and/or steamfitters.

**Fiscal Detail**

	2007-08	2008-09	2007-09
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$	\$	\$
<b>Total Resources</b>	\$	\$	\$
<b>USES (EXPENDITURES)</b>			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$

**Description:**

In accordance with RCW 41.80.010, Western will submit to the director of OFM by October 1, a bargained agreement for each classified bargaining unit. After the director of OFM certifies that the agreement is “feasible financially for the state”, the Governor will include a request for funds necessary to implement provisions of the agreement as part of the governor’s budget document.

Accordingly, the September 1, 2006, budget submission does not include Western’s request for funds necessary for 2007-2009 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2006, along with copies of the bargained and ratified agreement.

## Summarized Revenue by Account and Source

Supporting Text Excluded

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2008	FY2009	FY2008	FY2009	FY2008	FY2009	
<b>065 - WWU Capital Projects</b>							
Total - 0424 - Tuition and Fees - S	1,800	1,800			1,800	1,800	3,600
<b>065 - WWU Capital Projects - State</b>	<b>1,800</b>	<b>1,800</b>			<b>1,800</b>	<b>1,800</b>	<b>3,600</b>
<b>Total - 065 - WWU Capital Projects</b>	<b>1,800</b>	<b>1,800</b>			<b>1,800</b>	<b>1,800</b>	<b>3,600</b>
<b>145 - H E - Grants/Contrct</b>							
Total - 0306 - National Endow Human - F	98	98			98	98	196
Total - 0310 - Dept of Agriculture - F	48	48			48	48	96
Total - 0311 - Dept of Commerce - F	240	240			240	240	480
Total - 0315 - Dept of Interior - F	5	5			5	5	10
Total - 0316 - Dept of Justice - F	152	152			152	152	304
Total - 0320 - Dept of Transportatn - F	780	780			780	780	1,560
Total - 0347 - Nat Science Foundati - F	5,500	5,500			5,500	5,500	11,000
Total - 0355 - Fed Rev Non-Assist - F	130	130			130	130	260
Total - 0366 - Environ Protection A - F	30	30			30	30	60
Total - 0384 - Dept of Education - F	1,500	1,500			1,500	1,500	3,000
Total - 0393 - Health & Human Svc - F	530	530			530	530	1,060
Total - 0394 - Corp for Nat Comm Sv - F	200	200			200	200	400
Total - 0402 - Income From Property - S	102	102			102	102	204
Total - 0420 - Charges for Services - S	130	130			130	130	260
Total - 0424 - Tuition and Fees - S	900	900			900	900	1,800
Total - 0430 - Dedicated Stu Fees - S	(9)	(9)			(9)	(9)	(18)
Total - 0541 - Contributions Grants - P/L	12,300	12,300			12,300	12,300	24,600
<b>145 - H E - Grants/Contrct - State</b>	<b>1,123</b>	<b>1,123</b>			<b>1,123</b>	<b>1,123</b>	<b>2,246</b>
<b>145 - H E - Grants/Contrct - Federal</b>	<b>9,213</b>	<b>9,213</b>			<b>9,213</b>	<b>9,213</b>	<b>18,426</b>
<b>145 - H E - Grants/Contrct - Private/Local</b>	<b>12,300</b>	<b>12,300</b>			<b>12,300</b>	<b>12,300</b>	<b>24,600</b>
<b>Total - 145 - H E - Grants/Contrct</b>	<b>22,636</b>	<b>22,636</b>			<b>22,636</b>	<b>22,636</b>	<b>45,272</b>
<b>148 - HE - Dedicated Locl</b>							
Total - 0384 - Dept of Education - F	1	1			1	1	2
Total - 0402 - Income From Property - S	97	97			97	97	194
Total - 0405 - Fines and Forfeits - S	390	390			390	390	780
Total - 0409 - Lcl Inv/Intr Incm - S	715	715			715	715	1,430
Total - 0413 - CAPITAL GAINS - S	7	7			7	7	14

Total - 0416 - Sale of Prop/Other - S	14	14	14	28
Total - 0420 - Charges for Services - S	4,400	4,400	4,400	8,800
Total - 0423 - Board, Room Meals - S	16	16	16	32
Total - 0424 - Tuition and Fees - S	11,300	11,300	11,300	22,600
Total - 0430 - Dedicated Stu Fees - S	6,400	6,400	6,400	12,800
Total - 0431 - Misc Student Fees - S	93	93	93	186
Total - 0440 - Indirect Cost Reimb - S	1,400	1,400	1,400	2,800
Total - 0499 - Other Revenue - S	52	52	52	104
Total - 0541 - Contributions Grants - P/L	98	98	98	196
<b>148 - HE - Dedicated Locl - State</b>	<b>24,884</b>	<b>24,884</b>	<b>24,884</b>	<b>49,768</b>
<b>148 - HE - Dedicated Locl - Federal</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>148 - HE - Dedicated Locl - Private/Local</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>196</b>
<b>Total - 148 - HE - Dedicated Locl</b>	<b>24,983</b>	<b>24,983</b>	<b>24,983</b>	<b>49,966</b>
<b>149 - Inst of HI ED-Operat</b>				
Total - 0409 - Lcl Inv/Intr Incm - S	600	600	600	1,200
Total - 0424 - Tuition and Fees - S	45,000	881	1,371	93,252
<b>149 - Inst of HI ED-Operat - State</b>	<b>45,600</b>	<b>881</b>	<b>1,371</b>	<b>94,452</b>
<b>Total - 149 - Inst of HI ED-Operat</b>	<b>45,600</b>	<b>881</b>	<b>1,371</b>	<b>94,452</b>
<b>443 - Data Proc - Hi Educ</b>				
Total - 0420 - Charges for Services - S	430	430	430	860
Total - 0430 - Dedicated Stu Fees - S	1	1	1	2
Total - 0450 - Sales/Goods & Supply - S	3	3	3	6
<b>443 - Data Proc - Hi Educ - State</b>	<b>434</b>	<b>434</b>	<b>434</b>	<b>868</b>
<b>Total - 443 - Data Proc - Hi Educ</b>	<b>434</b>	<b>434</b>	<b>434</b>	<b>868</b>
<b>380 - Western Washington University - State</b>				
<b>380 - Western Washington University - Federal</b>				
<b>380 - Western Washington University - Private/Loca</b>				
<b>Total - 380 - Western Washington University</b>	<b>73,841</b>	<b>881</b>	<b>1,371</b>	<b>150,934</b>
	<b>9,214</b>	<b>9,214</b>	<b>9,214</b>	<b>18,428</b>
	<b>12,398</b>	<b>12,398</b>	<b>12,398</b>	<b>24,796</b>
	<b>95,453</b>	<b>881</b>	<b>1,371</b>	<b>194,158</b>

Agency: 3800 Western Washington University

## 2007-2009 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
<b>USDA Forest Service</b>			
10.652 FY 2006	\$ 69,000	\$ 48,000	\$ 16,000
FY 2007	54,000	81,000	27,000
FY 2008	0	1,000	1,000
FY 2009	0	0	0
Agency Totals	\$ 123,000	\$ 130,000	\$ 44,000
<b>National Aeronautics &amp; Atmospheric Administration</b>			
11.417 FY 2006	\$ 14,000	\$ 6,000	\$ 10,000
FY 2007	25,000	30,000	36,000
FY 2008	5,000	8,000	18,000
FY 2009	0	0	0
Agency Totals	\$ 44,000	\$ 44,000	\$ 64,000
<b>U.S. Department of Transportation (FTA)</b>			
20.500 FY 2006	\$ 491,000	\$ 409,000	\$ 102,000
FY 2007	491,000	491,000	123,000
FY 2008	245,000	368,000	92,000
FY 2009	0	0	0
Agency Totals	\$ 1,227,000	\$ 1,268,000	\$ 317,000
<b>University of Washington (NASA)</b>			
43.001 FY 2006	\$ 10,000	\$ 10,000	\$ 12,000
FY 2007	10,000	10,000	12,000
FY 2008	4,000	7,000	8,000
FY 2009	0	0	0
Agency Totals	\$ 24,000	\$ 27,000	\$ 32,000
<b>National Science Foundation</b>			
47.049 FY 2006	\$ 90,000	\$ 84,000	\$ 18,000
FY 2007	82,000	85,000	13,000
FY 2008	63,000	76,000	4,000
FY 2009	0	6,000	0
Agency Totals	\$ 235,000	\$ 251,000	\$ 35,000
<b>U.S. Department of Education</b>			
84.129 FY 2006	\$ 1,046,000	\$ 1,046,000	\$ 151,000
FY 2007	1,046,000	1,046,000	151,000
FY 2008	547,000	747,000	138,000
FY 2009	150,000	175,000	48,000
Agency Totals	\$ 2,789,000	\$ 3,014,000	\$ 488,000

Agency: 3800 Western Washington University

**2007-2009 FEDERAL FUNDING ESTIMATES SUMMARY**

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
<b>Whitworth College (NEH)</b>			
89.003 FY 2006	\$ 9,000	\$ 9,000	\$ 21,000
FY 2007	7,000	9,000	21,000
FY 2008	0	0	0
FY 2009	0	0	0
Agency Totals	<u>\$ 16,000</u>	<u>\$ 18,000</u>	<u>\$ 42,000</u>
<b>National Institutes of Health</b>			
93.273 FY 2006	\$ 237,000	\$ 237,000	\$ 8,000
FY 2007	192,000	222,000	7,000
FY 2008	0	29,000	1,000
FY 2009	0	0	0
Agency Totals	<u>\$ 429,000</u>	<u>\$ 488,000</u>	<u>\$ 16,000</u>
<b>Corporation for National and Community Services</b>			
94.007 FY 2006	\$ 25,000	\$ 0	\$ 0
FY 2007	150,000	138,000	138,000
FY 2008	150,000	150,000	150,000
FY 2009	125,000	150,000	150,000
Agency Totals	<u>\$ 450,000</u>	<u>\$ 438,000</u>	<u>\$ 438,000</u>
<b>Fiscal Year Totals</b>			
FY 2006	\$ 1,991,000	\$ 1,849,000	\$ 338,000
FY 2007	2,057,000	2,112,000	528,000
FY 2008	1,014,000	1,386,000	412,000
FY 2009	275,000	331,000	198,000
Agency Totals	<u>\$ 5,337,000</u>	<u>\$ 5,678,000</u>	<u>\$ 1,476,000</u>



**B 10 Biennial Budget Estimates**  
(\$000)

Page

AGENCY	Code	Title
	380	WESTERN WASHINGTON UNIVERSITY

**NON-BUDGETED LOCAL FUND SUMMARY**

DATE 07/03/06

FUND CODE	FUND NAME	7/1/06 FUND BALANCE*	6/30/07 ESTIMATED FUND BALANCE	2007-09 ESTIMATED REVENUES	2007-09 ESTIMATED EXPENDITURES	6/30/09 ESTIMATED FUND BALANCE
440	Central Stores	51	50	400	300	150
448	Printing	225	200	5,000	5,000	200
450	Other Internal Service	2,217	2,000	19,000	18,000	3,000
460	Motor Pool	174	200	600	400	400
522	Associated Students	879	900	6,000	5,000	1,900
524	Bookstore	3,955	4,000	12,000	12,000	4,000
528	Parking	1,242	1,000	4,000	4,000	1,000
570	Other Enterprises	814	800	16,000	16,000	800
573	Housing and Dining	30,860	31,000	60,000	60,000	31,000
841	G. Robert Ross Endowment	507	500	-	-	500
846	Scholarship	783	800	17,000	17,000	800
849	Perkins and Other Loan Funds	9,824	10,000	600	500	10,100
859	Endowment Funds	5,760	6,000	2,000	10	7,990
860	State Loan Funds	1,232	1,000	4,000	6	4,994

\* This column must agree with the 6/30/06 CAFR balance.

## LOCAL FUND SUMMARY

**Central Stores (Fund 440)**

This internal service fund is designated to account for the cost of furnishing centralized institutional office supplies, materials, and other services to campus operating departments. Funds are generated through supplies and services fees and interdepartmental recharges. Authority: RCW 43.88.195

**Printing Fund (Fund 448)**

This internal service fund is used to provide centralized duplicating and typesetting services to campus operations. Funds are generated through interdepartmental recharges. Authority: RCW 43.78.030/43.88.195

**Other Internal Service Fund (Fund 450)**

This internal service fund is used to account for the cost of providing centralized facilities planning and construction activities, which are subsequently billed to operating departments or appropriate capital projects. Funds are generated through interdepartmental recharges. Authority: RCW 43.88.195

**Motor Pool Fund (Fund 460)**

This internal service fund is designated to provide centralized transportation services to campus operations. Vehicles are classified by types (sedans, vans, etc.) in order to assess appropriate operating rates. Funds are generated through interdepartmental recharges. Authority: RCW 43.88.195

**Associated Students Fund (Fund 522)**

This auxiliary enterprise fund is used to account for the associated student government, clubs and organizations, and other student-supported activities. Revenues are generated from services and activities fees and special student events and investments. Authority: RCW 43.88.195

**Bookstore Fund (Fund 524)**

This auxiliary enterprise fund is designated to handle the operations of the university bookstore. Revenues are generated from the sale of books and supplies to students, faculty, and staff. Authority: RCW 43.88.195

**Parking Fund (Fund 528)**

This auxiliary enterprise fund is used to account for the operations of the university's parking services. It includes revenue from parking permits and fines, and expenditures for parking facilities. Authority: RCW 43.88.195

**Other Enterprises Fund (Fund 570)**

This auxiliary enterprise fund is designated to provide centralized services to both campus departments and outside organizations. It includes the operations of the intercollegiate athletic program, department related activities, intramurals and sport clubs. Authority: RCW 43.88.195

## LOCAL FUND SUMMARY

### **Housing and Dining Fund (Fund 573)**

This auxiliary enterprise fund is used to identify revenues, expenditures, transfers, and debt service payments associated with the university housing and dining operations. Income is derived from campus dormitories, apartments and various food and service operations. Authority: RCW 43.88.195

### **G. Robert Ross Endowment (Fund 841)**

This fund accounts for the assets reviewed by the institution to be held in trust for the G. Robert Ross distinguished faculty endowment award. Proceeds from the endowment may be used to supplement the salary of the holder of the award, to pay salaries of his or her assistants, and to pay expenses associated with the holder's scholarly work. Authority: RCW 28B10.878

### **Scholarship Fund (Fund 846)**

This fund accounts for established scholarships and fellowships. The income to the fund consists of private gifts, and federal and state grants. Authority: RCW 43.88.195

### **Perkins and Other Loan Fund (Fund 849)**

This fund accounts for loans to qualified students under the policies established by the sponsoring agency. Revenues and receipts come from interest collected on the loans and additions to the loan fund balances from federal sources, private sources, and charitable and service organizations. Authority: RCW 43.88.195

### **Endowment Fund (Fund 859)**

This fund accounts for the assets received by the institution to be held in trust according to the terms of the endowment agreements, whereby the principal usually remains intact and the earnings are utilized for institutional activities. Authority: RCW 43.88.195

### **State Loan Fund (Fund 860)**

The 1981 Legislature designated 3.5 percent of general tuition and fees receipts for Guaranteed Student Loans. This fund was established to account for this activity. Authority: RCW 28B.15.820



## **M2-8X Maintenance Level Decision Package Self-Insurance Premiums**

### **1. Self-Insurance Premiums**

<i><b>Previous FY 03-05 Biennial Total</b></i>	<i><b>Current FY 05-07 Biennial Total</b></i>	<i><b>Upcoming FY 2007-09 Projected</b></i>	<i><b>Incremental Increase/Decrease FY 07-09</b></i>
\$473,574	\$298,506	\$431,013	\$132,507 <i><b>Increase</b></i>

Until now, Western had experienced steady reductions in the self-insurance premium beginning with the 2001-03 biennium. The allocation formula used for the self-insurance premium changed starting with the 2005-07 biennium and it now places additional emphasis on claims experience for each agency and eliminates other evaluation criteria such as FTEs. The new formula is designed to increase accountability and equity among state agencies at the sacrifice of premium stability and predictability. Western's loss history has been relatively favorable for a number of years and we saw relatively large decreases in premium from biennium to biennium. However, a couple of relatively large general liability tort claims have been recently reported, but not yet settled. The reserve estimates for those claims probably have a significant impact on our loss history looking forward and the 2007-09 projected premium has responded accordingly.

### **2. Past Agency Loss Trends**

We are hopeful the recently reported tort claims mentioned above will have minimal impact on our loss history after they have been settled or dismissed and our liability loss trend will eventually continue its positive direction. Over the last 5 years, approximately half of the University's general liability losses involve bodily injury, while the remaining losses consist of civil rights (mostly defense costs related to employment practice claims), personal injury and personal property damage losses. The highest frequency of claims involves damage to personal property, which are numerous and small by their character. Bodily injury claims were the second most frequent claims. Auto liability claims frequency and severity has been reducing in general and is now stabilizing, except for a spike in 2004 caused by an accident that involved a state vehicle colliding with multiple stationary vehicles (no bodily injury).

### **3. Future Agency Loss Trends**

Western's future agency loss trend will probably be similar to its past and is likely to reflect liability issues that are common among all higher education institutions, including employment practices, personal injury, bodily injury, auto and property damage liability claims. We know that the University environment is diverse, creative, exploratory and ambitious by its nature and will always generate a certain number of losses. Western's goal is to minimize those losses through loss prevention measures, proactive claims handling/settlement and by seeking loss recovery from culpable third-parties. We are in the process of developing an Enterprise Risk Management program as one of our goals as well (see below).

### **4. Risk Management Goals and Measures/Recap**

Risk management involves more than one individual or department to successfully accomplish loss prevention. It is a team effort and Western recognizes its duty to manage its resources in a responsible manner, which includes the implementation and support of risk management within many areas. Goals

in 2005-07 focused on a number of issues and risk management improvements were made in pedestrian safety, employment practices, Western-sponsored international study programs, fire safety, cash handling, contractual liability, state driver safety (including 12 and 15-passenger van safety) and risk-related University-wide policies.

## **5. Risk Management Executive Order Recap**

Western has made every effort to meet the objectives of the Governor's Executive Order 01-05 – Risk Management - now and in the past. Western will continue to ensure that the goals outlined by the order are incorporated into its planning. Risk management issues are brought to the attention of the highest levels of senior administration at Western.

## **6. Key Risk Analysis**

We view the following as key risks and challenges for higher education, including Western:

- High U.S. tort system costs
- Employment practices liability
- Vehicle liability
- Study/travel abroad programs
- Legislative focus on accountability and assessment
- Liability from student injuries or deaths
- Student suicide
- Privacy issues: MySpace, Facebook
- Campus data security breaches
- Crisis management: pandemics, earthquakes, etc.
- Alcohol and drug abuse
- Liability from slips, trips and falls
- Contractual liability
- Deferred building maintenance and reduced preventative maintenance
- Fire safety

## **7. Risk Management Goals and Measures Planned**

One of Western's primary risk management goals during 2007-09 will be the development of an Enterprise Risk Management (ERM) program. Although an institution-wide ERM program is our ultimate goal, University divisions and departments are fairly independent and autonomous and coordination between the areas would be difficult for this initiative. Consequently, our ERM program will be developed and implemented for the division of Business & Financial Affairs (BFA). What is learned and developed may be used as a model for the remaining divisions.

An ERM steering committee was created with broad representation. It is currently meeting on a regular basis. The committee is familiar with ERM and will plan for its implementation. An official risk appetite and performance measures will be established. The approach to risk assessment and mitigation may be two-tiered. The first tier may involve the identification of a portfolio of division-level risks. The second tier may involve an educational process and the creation of tools and resources that can be used by departments to facilitate the ERM process at lower levels. We plan to adopt a division-wide incident reporting system and conduct annual risk surveys.

Again, our committee is in the planning phase, so the final product may be different than described above, but we hope that ERM in some form will be integrated into daily operations, applied at every level and will become the responsibility of every employee. We hope that all areas of the university will take ownership of their risks.

**Attachment A**  
**Locally-Authorized Salary Increases**

**Estimated 2006 Cumulative Value  
Of Locally-Authorized Salary Increases  
Initially Reported As GF-S or Operating Fee Expenditures on CIM  
(Dollars in Thousands)**

**Institution:** Western Washington University

	Non-Represented Employees	Represented (Collectively-Bargained) Employees (Specify Bargaining Unit)	
1997-99	\$ 1,380	\$ 0	
1999-01	\$ 1,366	\$ 0	
2001-03	\$ 1,085	\$ 0	
2003-05	\$ 1,031	\$ 0	
FY 06	\$ 663	\$ 0	
<b>TOTAL</b>	<b>\$ 5,525</b>	<b>\$ 0</b>	

*\* Please report only the estimated current-year cumulative value of (a) the locally-authorized amounts in excess of the standard state-funded salary increases in the biennial budget; that (b) were reported as a GF-S or 149-6 cost on your institution's initial 2006 CIM submission. See the Special Budget Instructions narrative for the amounts estimated on your institution's 2005 B6 report.*

# Attachment B-1 Tuition Waivers

**Institution:**

[illegible]

## Attachment B-2

**Institution:**

Dollars in Thousands (\$000)

[illegible]



**Attachment B-3**  
**Financial Aid from Non-State Sources**

**INSTITUTION: WESTERN WASHINGTON UNIVERSITY**

Dollars in Thousands (\$000)

	FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009	
	Headcount	\$ (actuals)	Headcount	Estimate	Headcount	Estimate	Headcount	Estimate	Headcount	Estimate	Headcount	Estimate
Federal Financial Aid	7,540	58,538	7,632	61,853	7,426	59,465	7,426	59,465	7,426	59,465	7,426	59,465
Private Grants	68	262	64	233	66	240	66	240	66	240	66	240
Private Loans	309	2,125	345	2,440	324	2,352	324	2,352	324	2,352	324	2,352
Three and One Half Percent set aside	911	1,500	958	1,844	1,317	1,744	1,317	1,744	1,317	1,744	1,317	1,744
RCW 28B.15.067 set aside (Graduate Students) *												
RCW 28B.15.067 set aside (UW Law Students) **												

\* RCW 28B.15.067 requires that for academic years 2003-04 through 2008-09, institutions of higher education shall use an amount equivalent to 10 percent of all revenues received as a result of graduate academic school tuition increases to assist needy low and middle-income resident graduate academic students.

\*\* RCW 28B.15.067 requires that for academic years 2003-04 through 2008-09, the University of Washington shall use an amount equivalent to 10 percent of all revenues received as a result of law school tuition increases to assist needy low and middle-income resident law students.

**Attachment C**  
**2007-09 New State-Supported Enrollment Request**  
**Four-Year Institutions**

**Institution: Western Washington University**

**Main Campus**

FISCAL YEAR ONE	2007-08					
	Student FTEs	Staff FTEs	One-Time Startup Total \$	Ongoing Enrollment Costs		
				Total \$	State \$	State \$ per FTE
<b>General Enrollment Growth</b>						
<i>Undergraduate/Upper Division (80%)</i>	96					\$6,404
<i>Graduate (20%)</i>	24					\$15,240
<b>Total General Enrollment*</b>	120	13.00	\$55,959	\$1,312,776	\$945,198	\$8,171
<b>High Demand Enrollment**</b>						
<i>Cell and Molecular Biology</i>	8	2.00	\$2,000	\$227,932	\$204,052	\$25,507
<i>Early Childhood Education</i>	10	1.25	\$0	\$131,685	\$99,335	\$9,934
<i>Human Services</i>	115	11.00	\$16,000	\$1,182,029	\$815,600	\$7,183
<i>Teaching English to Speakers of Other Languages (TESOL)</i>	30	4.00	\$0	\$383,124	\$320,124	\$10,671
<b>Total</b>	283	31.25	\$73,959	\$3,237,546	\$2,384,309	\$8,425

FISCAL YEAR TWO	2008-09					
	Student FTEs	Staff FTEs	One-Time Startup Total \$	Ongoing Enrollment Costs		
				Total \$	State \$	State \$ per FTE
<b>General Enrollment Growth</b>						
<i>Undergraduate/Upper Division (80%)</i>	192					\$6,506
<i>Graduate (20%)</i>	48					\$15,484
<b>Total General Enrollment*</b>	240	27.50	\$0	\$2,768,784	\$1,992,384	\$8,302
<b>High Demand Enrollment**</b>						
<i>Cell and Molecular Biology</i>	16	2.00	\$75,000	\$255,138	\$215,137	\$17,399
<i>Early Childhood Education</i>	20	2.00	\$0	\$194,131	\$129,431	\$6,472
<i>Human Services</i>	125	11.00	\$0	\$1,239,002	\$834,627	\$6,677
<i>Teaching English to Speakers of Other Languages (TESOL)</i>	35	4.00	\$0	\$401,332	\$327,832	\$9,367
<b>Total</b>	436	46.50	\$75,000	\$4,858,387	\$3,499,411	\$8,026

\*Based on 2005-2007 state funding levels for new enrollments of \$6,303 for undergraduates and \$15,000 for graduates inflated on an annual basis for 2007-2007 by IPD.

**Attachment D**  
**2007-09 Degree Production Targets**

INSTITUTION: WESTERN WASHINGTON UNIVERSITY

	<b>2004-05 Actual</b>	<b>2005-06 Preliminary</b>	<b>2006-07 Estimated</b>	<b>2007-08 Estimated</b>	<b>2008-09 Estimated</b>
<b>Associate Degrees</b>					
High-Demand					
Other					
Total					
<b>Bachelor's Degrees</b>					
High-Demand	361	361	365	368	371
Other	2,523	2,519	2,548	2,570	2,597
Total	2,884	2,880	2,913	2,938	2,968
<b>Graduate Degrees</b>					
High-Demand	51	34	34	36	36
Other	319	337	338	338	339
Total	370	371	372	374	375

WWU IR 26 July 2006 HECB/Accountability/NewAccountability/HighDemand2.xls

**Attachment E**  
**Maintenance & Operations Costs - Total - All Programs**  
**For New Facilities Projected to Come On-Line in 2007-09**

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

## Institution:

Total gross square feet of campus facilities supported by State	2,012,524	Owned & Leased	* <b>Percentage of facility used</b> will be listed at 100% instructional since all of the projects are within state funded facilities, grounds or utilities supporting instruction.
Total net assignable square feet supported by State Funds:	1,686,265	Owned & Leased	** <b>Minor Works Gross SF and Renovated SF</b> - This includes: 1) <b>New Gross SF</b> is based on proposed new SF and 2) <b>Renovated Gross SF</b> is the equivalent expanded gross sf based which is determined by pro-rating the total impacted gross sf based on the relative impact of the sustems/components being expanded.
Date Prepared: June 30, 2006	<p><b>Program "A"</b> projects impact over 38,000 gsf with 8000 gsf new and an equivalent expended gsf of 12,900 gsf.</p> <p><b>Program "B"</b> projects impact over 18,500 gsf with 3,700 gsf new and an equivalent expended gsf of 3,600 gsf.</p>		

Building Name	Project Code	Total New Gross SF	Total Renovated Gross SF	Percentage of Facility to be Used for			Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support		
				Instruction	Research	Date	FY 08	FY 09	FY 08	FY 09	FY 08	FY 09	TOTAL
Academic Instructional Center - without Renewal	2002-2-026		127,125	-	0%	Sep-08	0%	83%	-	5.34	-	678,275	678,275
Minor Works Program "A" **	2008-2-093		8,000	12,900	100%	Jul-08	0%	100%	-	1.76	-	36,870	36,870
Minor Works Program "B" **	2008-2-097		3,700	3,600	100%	Jul-08	0%	100%	-	3.82	-	27,900	27,900

	Total	743,045	743,045
* In the "Expenditure and Revenue Calculations and Assumptions" section of the decision package, please (1) explain why if square footage or proposed operating costs exceed those identified on the approved project C-2 by more than 10%; and (2) please fully explain the basis for proposed costs per square foot. Provide separate explanations by component: utilities, custodial, and routine maintenance.		-	

Projected State Support Costs per SF =	Requested State Support	New GSF

Attachment E  
**Maintenance & Operations Costs - 091 Utilities**  
**For New Facilities Projected to Come On-Line in 2007-09**

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

**Institution:**

Total gross square feet of campus facilities supported by State Fund 2,012,524 \* **Percentage of facility used** will be listed at 100% instructional since all of the projects are within state funded facilities supporting instruction.

Total net assignable square feet supported by State Funds: 1,686,265

\*\* **Minor Works Gross SF and Renovated SF** - This includes: 1) **New Gross SF** is based on proposed new SF and 2) **Renovated Gross SF** is the equivalent expanded gross sf based which is determined by pro-rating the total impacted gross sf based on the relative impact of the systems/components being expanded.

**Program "A"** projects impact over 38,000 gsf with 8000 gsf new and an equivalent expended gsf of 12,900 gsf.

**Program "B"** projects impact over 18,500 gsf with 3,700 gsf new and an equivalent expended gsf of 3,600 gsf.

Date Prepared: June 30, 2006

Building Name	Project Code	Total New Gross SF	Total Renovated Gross SF	Percentage of Facility to be Used *			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support		
				Instruction	Research			FY 08	FY 09	FY 08	FY 09	FY 08	FY 09	TOTAL
Academic Instructional Center - without Renewal	2002-2-026	127,125	-	100%	0%	Sep-08	0%	83%	0.00	1.54	-	195,500	195,500	
Minor Works Program "A" **	2008-2-093	8,000	12,900	100%	0%	Jul-08	0%	100%	0.00	0.71	-	5,670	5,670	
Minor Works Program "B" **	2008-2-097	3,700	3,600	100%	0%	Jul-08	0%	100%	0.00	0.95	-	3,500	3,500	

\* In the "Expenditure and Revenue Calculations and Assumptions" section of the decision package, please (1) explain why if square footage or proposed operating costs exceed those identified on the approved project C-2 by more than 10%; and (2) please fully explain the basis for proposed costs per square foot. Provide separate explanations by component: utilities, custodial, and routine maintenance.

Projected State Support Costs per SF =	Requested State Support
	New GSF

Attachment E

**Maintenance & Operations Costs - 092 Building and Utility Maintenance  
For New Facilities Projected to Come On-Line in 2007-09**

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

**Institution:**

Total gross square feet of campus facilities supported by State Fund 2,012,524

Total net assignable square feet supported by State Funds: 1,686,265

Date Prepared: June 30, 2006

\* **Percentage of facility used** will be listed at 100% instructional since all of the projects are within state funded facilities supporting instruction.

\*\* **Minor Works Gross SF and Renovated SF** - This includes: 1) **New Gross SF** is based on proposed new SF and 2) **Renovated Gross SF** is the equivalent expanded gross sf based which is determined by pro-rating the total impacted gross sf based on the relative impact of the sustems/components being expanded.

**Program "A"** projects impact over 38,000 gsf with 8000 gsf new and an equivalent expended gsf of 12,900 gsf.

**Program "B"** projects impact over 18,500 gsf with 3,700 gsf new and an equivalent expended gsf of 3,600 gsf.

Building Name	Project Code	Total New Gross SF	Total Renovated Gross SF	Percentage of Facility to be Used *			Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support	
				Instruction	Research	Projected Occupancy Date	FY 08	FY 09	FY 08	FY 09	FY 08	FY 09
Academic Instructional Center - without Renewal	2002-2-026	127,125	-	100%	0%	Sep-08	0%	83%	0.00	2.21	-	280,900
Minor Works Program "A" **	2008-2-093	8,000	12,900	100%	0%	Jul-08	0%	100%	0.00	1.71	-	13,700
Minor Works Program "B" **	2008-2-097	3,700	3,600	100%	0%	Jul-08	0%	100%	0.00	1.73	-	6,400
Total											-	301,000
											-	301,000

\* In the "Expenditure and Revenue Calculations and Assumptions" section of the decision package, please (1) explain why if square footage or proposed operating costs exceed those identified on the approved project C-2 by more than 10%; and (2) please fully explain the basis for proposed costs per square foot. Provide separate explanations by component: utilities, custodial, and routine maintenance.

Projected State Support Costs per SF =	Requested State Support
	New GSF

**Attachment E**  
**Maintenance & Operations Costs - 093 Ground and Custodial**  
**For New Facilities Projected to Come On-Line in 2007-09**

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

**Institution:**

Total gross square feet of campus facilities supported by State Fund: 2,012,524 \* **Percentage of facility used** will be listed at 100% instructional since all of the projects are within state funded facilities supporting instruction.

Total net assignable square feet supported by State Funds: 1,686,265 \*\* **Minor Works Gross SF and Renovated SF** - This includes: 1) **New Gross SF** is based on proposed new SF and 2) **Renovated Gross SF** is the equivalent expanded gross sf based which is determined by pro-rating the total impacted gross sf based on the relative impact of the systems/components being expanded.

Date Prepared: June 30, 2006

Building Name	Project Code	Total New Gross SF	Total Renovated Gross SF	Percentage of Facility to be Used *		Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support	
				Instruction	Research		FY 08	FY 09	FY 08	FY 09	FY 08	FY 09
Academic Instructional Center - without Renewal	2002-2-026	127,125	-	100%	0%	Sep-08	0%	40%	0.00	0.80	-	101,700
Minor Works Program "A" **	2008-2-093	8,000	12,900	100%	0%	Jul-08	0%	100%	0.00	0.53	-	4,200
Minor Works Program "B" **	2008-2-097	3,700	3,600	100%	0%	Jul-08	0%	100%	0.00	2.97	-	11,000
Total											116,900	116,900

\* In the "Expenditure and Revenue Calculations and Assumptions" section of the decision package, please (1) explain why if square footage or proposed operating costs exceed those identified on the approved project C-2 by more than 10%; and (2) please fully explain the basis for proposed costs per square foot. Provide separate explanations by component: utilities, custodial, and routine maintenance.

Projected State Support Costs per SF =	Requested State Support
	New GSF

**Attachment E**  
**Maintenance & Operations Costs - 094 Support**  
**For New Facilities Projected to Come On-Line in 2007-09**

Please submit separate forms for Maintenance Level vs. Performance Level requests. At ML, institutions may propose ongoing state support for facilities constructed or expanded with bond or cash assistance in the state capital budget. Performance Level decision packages may be submitted and considered for (1) instructional facilities constructed with financing contracts authorized in the state capital budget; or (2) instructional or research facilities constructed with non-state funds.

**Institution:**

Total gross square feet of campus facilities supported by State Fund 2,012,524

\* **Percentage of facility used** will be listed at 100% instructional since all of the projects are within state funded facilities supporting instruction.

Total net assignable square feet supported by State Funds: 1,686,265

\*\* **Minor Works Gross SF and Renovated SF** - This includes: 1) **New Gross SF** is based on proposed new SF and 2) **Renovated Gross SF** is the equivalent expanded gross sf based which is determined by pro-rating the total impacted gross sf based on the relative impact of the systems/components being expanded.

Date Prepared: June 30, 2006

**Program "A"** projects impact over 38,000 gsf with 8000 gsf new and an equivalent expended gsf of 12,900 gsf.

**Program "B"** projects impact over 18,500 gsf with 3,700 gsf new and an equivalent expended gsf of 3,600 gsf.

Building Name	Project Code	Total New Gross SF	Total Renovated Gross SF	Percentage of Facility to be Used *		Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support	
				Instruction	Research		FY 08	FY 09	FY 08	FY 09	FY 08	FY 09
Academic Instructional Center - without Renewal	2002-2-026	127,125	-	100%	0%	Sep-08	0%	40%	0.00	0.79	-	100,175
Minor Works Program "A" **	2008-2-093	8,000	12,900	100%	0%	Jul-08	0%	100%	0.00	0.64	-	13,300
Minor Works Program "B" **	2008-2-097	3,700	3,600	100%	0%	Jul-08	0%	100%	0.00	0.96	-	7,000
											Total	
											120,475	120,475

\* **In the "Expenditure and Revenue Calculations and Assumptions" section of the decision package, please (1) explain why if square footage or proposed operating costs exceed those identified on the approved project C-2 by more than 10%; and (2) please fully explain the basis for proposed costs per square foot. Provide separate explanations by component: utilities, custodial, and routine maintenance.**

Projected State Support Costs per SF =	Requested State Support
	New GSF