

WESTERN

Washington University

2008 Supplemental Operating Budget Request

October 17, 2007



Karen W. Morse
President

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October 17, 2007

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 to you Western's 2008 supplemental operating budget request. It is my objective to continue to serve to accomplish your objectives in the final year of my presidency. Western's request is driven by several factors. First, Western joins the Council of Presidents in two state-wide efforts: 1) a request for funds for intensive emergency preparedness efforts in order to ensure the on-campus safety and security of our university students, faculty and staff; and 2) funds to establish both faculty and exempt professional staff recruitment and retention salary pools. Second, Western requests funds that will further your higher education initiatives as further explained as follows:

Western is requesting an investment that will meet your goals of making college possible for underserved populations through three innovative new programs: ***Student Teachers Enhancing Possibilities (STEP program)***; ***Investing in Transfer Access and Transition (INTACT)***, and ***Targeted Leadership Advantage***.

Western is positioned to play a leadership role in addressing the state-wide need for more highly qualified teachers of math and science with a timely new opportunity: the ***TeachWashington program***. ***TeachWashington*** is designed to increase the quantity, quality and diversity of mathematics and science teachers throughout the state by utilizing Western's teacher preparation and strong undergraduate science and education programs.

Western is also positioned to play a key role in responding to the state-wide priority of cleaning up Puget Sound. The ***Red Tide Mitigation*** project, where we are seeking funds to establish a Research Institute on Harmful Algal Blooms (RIHAB()) within Huxley Colleges, will direct and provide resources for work on the development, testing, and implementation of red tide bloom forecasting and mitigation strategies, for the Puget Sound and the Georgia Basin.

Western is also requesting funds to address the emergency situation of relocating the theatre arts scenic laboratory due to the failing condition of the Bellingham Armory Building. We have identified a rental space that would accommodate this important part of our College of Fine and Performing Arts programming and we are asking for costs associated with this lease.

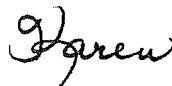
Finally, Western is also requesting additional funds to expand student, faculty and staff access to early childhood learning and childcare. Western has long waiting lists for access to early childhood learning opportunities and must address this for students, faculty and staff.

We are also requesting several technical adjustments to the 2007-2009 biennial appropriation.

The attached document summarizes Western's proposed 2008 supplemental General Fund-State operating budget request, and the attached request document includes a full justification narrative for each decision package, as required by the Office of Financial Management.

Thank you for your continuing and strong commitment to public higher education and your support for Western Washington University. We stand ready to answer your questions and to help you however possible.

Sincerely,

A handwritten signature in cursive script, appearing to read "Karen W. Morse".

Karen W. Morse
President

KWM/ee
Enclosures

**WESTERN WASHINGTON UNIVERSITY
2008 SUPPLEMENTAL BUDGET REQUEST -- PROPOSALS**

2008 Supplemental Operating Requests

Biennial Request: \$7M

- 1) **Safe Campus Initiatives (Campus Safety & Emergency Preparedness): \$1,106,831**
Funding for crisis personnel including an Assistant Dean, a psychiatrist, an emergency management program specialist, additional police officers, and counselors; plus the long-term lease, maintenance and ongoing operation of PIER (Public Information Emergency Response), a multi-faceted communications management system for emergency notification (text, e-mail, voice, social networking, etc.); emergency operations and public information assistance; content management; web based access; and compliant with the National Incident Management System (NIMS).
- 2) **Teach Washington: \$994,345**
A program designed to increase the quantity, quality and diversity of mathematics and science teachers throughout the state by utilizing Western's teacher preparation and strong undergraduate science and education programs.
- 3) **Red Tide Mitigation Project: \$590,790**
Each year a significant portion of Puget Sound's shellfish beds are closed due to the presence of paralytic shellfish poisons (PSP), commonly termed "red tide". These funds will enable Western to establish a Research Institute on Harmful Algal Blooms (RIHAB) within Huxley College, to direct and provide resources for work on the development, testing, and implementation of harmful algal bloom forecasting and mitigation strategies, for the Puget Sound and the Georgia Basin.
- 4) **Making College Possible for Underserved Populations: \$1,268,766 Total**
 - a) **Targeted Leadership Advantage Program: \$486,922**
Expansion of the fall 2007 pilot "Inspired Leadership Advantage Program" as one element of a broader **institution wide plans to create a comprehensive leadership development program** for students. The Leadership Advantage Program is designed to support Western's strategic commitment to engaged excellence. Western has built a foundation in quality undergraduate education and is poised to provide individually-tailored opportunities for various groups to develop into effective and inspired leaders and involved citizens. This program will work in concert with the recently funded low-income, first generation program to recruit and retain promising, yet at-risk students.
 - b) **Investing in Transfer Access and Transition (INTACT): \$318,028**
A majority of transfer students at Western experience significant transitional needs. INTACT proposes investing resources to remove obstacles that Washington Community College transfer and other transfer students currently face at Western in 1) enrolling in the major of their choice; (2) completing their degree requirements and (3) graduating on time.
 - c) **Student Teachers Enhancing Possibilities (STEP program): \$463,816**
An innovative program for recruiting traditionally underrepresented students to higher education. In partnership with P-12 schools, Western student teachers (education students completing their culminating internship) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western's future teachers will "open eyes and doors" to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms.

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2008 SUPPLEMENTAL BUDGET REQUEST – PROPOSALS
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5) **Expand Early Childhood Education: \$454,874**

With the retirement of aging faculty/staff, the hiring of younger professionals, the growth of student enrollment, and the shifting demographics toward at-risk and underrepresented populations, demand for campus child care has increased. Funding will expand access by approximately 25%, allowing the university to serve 12-15 more children per year, and enable WWU to keep parent fees affordable and provide quality staffing.

6) **Recruitment and Retention for Faculty (including Librarians): \$1,496,521**

Funding to establish a 3.0% recruitment and retention salary pool is needed: \$1.5 million 2008-09 (to cover compression adjustments, faculty start-up, recruitment and retention).

7) **Recruitment and Retention for Professional Staff: \$699,256**

Funding to establish a salary pool equivalent to an additional 3.0% average increase for professional staff in order to be able to address market salary disparities for those employees: \$699,256 2008-09

8) **Technical Adjustments: \$436,054 Total**

Department of Information Services – Revolving Fund: \$12,000

OFM-Labor Relations Office (classified staff bargaining): \$120,000

Attorney General Rate Increase: \$40,000

Emergency Relocation – Scene Shop Classroom: \$264,054

The failing condition of the Armory Building has generated serious safety concerns for the health safety of the students and staff utilizing the facility. Replacement leased space has been identified and the \$212,000 per year is a recurring cost.

DECISION PACKAGE TITLE: Safe Campus Initiatives (Campus Safety & Emergency Preparedness)

Agency Recommendation Summary Text:

This request addresses an emergent need regarding campus safety and emergency preparedness: the purchase of an emergency notification system and personnel to help ensure campus safety, to prepare for crisis on campus, and to respond during times of crisis or disaster. It builds on emergency planning and preparedness efforts currently in place at Western.

Included in this request is the purchase, maintenance and ongoing operation of PIER (Public Information Emergency Response), a multi-faceted communications management system for emergency notification (text, e-mail, voice, social networking, etc); emergency operations and public information assistance; content management; web based access; and compliant with the National Incident Management System (NIMS). This software will allow us to provide timely notification to students, faculty and staff of emergency situations. It will also provide a mechanism to provide information to the public and the press about the situation; answer inquiries about the emergency and manage information in accordance with NIMS and other agencies.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 137,985	\$ 968,846	\$ 1,106,831
Total Resources	<u>\$ 137,985</u>	<u>\$ 968,846</u>	<u>\$ 1,106,831</u>

USES (EXPENDITURES)

Faculty - TT	\$ -	\$ -	\$ -
Faculty - Adjuncts	\$ -	\$ -	\$ -
Graduate Teaching Assistants	\$ -	\$ -	\$ -
Exempt	\$ -	\$ 442,206	\$ 442,206
Classified	\$ 23,352	\$ 183,726	\$ 207,078
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ 23,352	\$ 625,932	\$ 649,284
Employee Benefits	\$ 6,539	\$ 175,261	\$ 181,800
Goods and Services	\$ 104,594	\$ 152,053	\$ 256,647
Equipment	\$ 3,500	\$ 15,600	\$ 19,100
Total Expenditures	<u>\$ 137,985</u>	<u>\$ 968,846</u>	<u>\$ 1,106,831</u>

STAFFING FTE

Faculty - TT	0.00	0.00
Faculty - Adjuncts	0.00	0.00
Graduate Teaching Assistants	0.00	0.00
Exempt	0.00	7.00
Classified	2.00	4.00
Total FTE	<u>2.00</u>	<u>11.00</u>

Description:

Providing students, faculty, staff, and the public a safe campus environment – to the extent possible – is a top priority at Western.

Western engages in on-going planning efforts, relative to campus safety and emergency preparedness. We have a comprehensive emergency plan that is regularly reviewed and updated, and an emergency management committee that meets on a monthly basis. The WWU Police Department works closely with local law enforcement agencies, and has taken part in specialized training to prepare for the possibility of an active shooter incident on campus. We also have a strong preventive plan in place to ensure students' safety and well-being. A cross-division team – consisting of the Dean of Students, Director of the Health Center, Director of the Counseling Center, WWU Chief of Police, and others – meets on a regular basis to discuss student cases of concern.

The resource needs related to Western's on-going commitment to prepare the campus for crisis or major disaster have been elevated to a level of utmost concern following the shootings at the University of Washington in March 2007, Virginia Tech University in April 2007 and the University of Delaware on September 21, 2007. This urgency is catalyzed by public reaction from constituents, and is solidified by reviewing best practices identified by experts across the United States.

The public safety of Western's campus can best be protected by a combination of actions: coordinated emergency planning and training exercises for campus responders; long-term lease, maintenance and ongoing operation of PIER (Public Information Emergency Response); additional counselors, student life staff, and police officers working together to proactively educate members of the campus community, assess and manage threats, monitor and track students of concern, and respond should an incident occur despite best efforts; and emergency preparedness policies/procedures in place that are easily accessible to the public and the campus community.

While Western has accomplished a great deal, the additional funds requested in this proposal are needed to take our preparedness, prevention, and response efforts to the next level. Funding will support the following additional personnel and equipment:

One (1) full-time, Emergency Management Program Specialist

Three (3) full-time, University Police officers

Four (4) 10-month, Counselors

One (1) 10-month, Psychiatrist

One (1) full-time, Assistant Dean of Student Life

One (1) full-time, Senior Web Developer

Narrative Justification and Impact Statement:

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

Western's strategic plan calls for continuing efforts "to ensure that the campus environment remains healthy, safe, and secure." While Western is generally considered safe, higher levels of resources are needed to build upon existing efforts and make certain that our campus is well-prepared for a crisis or major disaster.

Ensuring campus safety is a critical aspect of carrying out Western's mission and other elements of our strategic plan.

b) *Performance Measure Detail.*

On college and university campuses across the country, emergency management work has grown exponentially since September 11, 2001. The April 2007 shootings at Virginia Tech have directed attention to the highly negative effects that lack of adequate personnel to prevent, plan for, and respond to campus crises/emergencies can have on the reputation of both the University and the state government.

Efficiency is one of Western's hallmarks. Yet, even efficient institutions require staffing increases to engage in proactive prevention efforts and respond to additional local, state, and national mandates. Reports released in the wake of the shooting at Virginia Tech have raised the bar, nationally, for both crisis planning and response.

c) *Reason for change?*

In recent years, the environment on college and university campuses has changed. Each fall, an increasing number of students arrive on campus with significant mental health issues. While extreme violence is rare, there is an ongoing and urgent need for campuses to engage in proactive efforts to prevent and plan for campus crises.

Recent national reports – including the report of Governor Tim Kaine's Virginia Tech Review Panel – and proposed legislation have called for better mental-health services and threat assessment on college/university campuses. There is also a need for campuses to engage in proactive education and prevention efforts.

The proposed solution of additional staffing is urgently needed to provide the required levels of effort and accountability that the Virginia Tech report has mandated for colleges and universities across the country. The hope is that these personnel increases can be funded without waiting for our own personal tragedy to occur here.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*

Timely notification of emergency situations has become required to provide for student safety. The implementation of a multifaceted communications management system for emergency notification (PIER) will allow multiple modalities to notify students, faculty and staff. An earlier version of PIER is being installed for the 2007-08 school year. Purchase of PIER 'e' in May 2008 will allow implementation during the summer for the 2008-09 school year. Continued operation of the software will be the responsibility of a

senior web developer devoted to expanding the use of the system to other areas of the University and assisting PIER users in efficient and effective ways to provide the public with information.

The entire Western campus community will benefit from PIER and the increased staffing requested. Western must be able to provide essential life-safety services. As a public university with an open environment, Western has a primary responsibility to keep students, employees, and visitors safe.

Today's students are arriving on campus with increasing mental health needs. This changing and more challenging environment requires additional levels of assessments; additional attention and follow-up to behaviors of concern; additional preventive education and support for our students, faculty, and staff; and additional coordination between student support and campus police officers.

The University is not immune from the possibility of an event similar to those that have occurred on other campuses. However, effective evaluation and assistance to troubled students can be a significant mitigating factor, as described in the Virginia Tech report.

Emergency Management Program Specialist 2: This position will be responsible for the University-wide coordination and planning that is the foundation of all institutional prevention, preparation, and response efforts. Coordination of the many aspects of response into a rapid, cohesive unit is the basis of an emergency manager's duties. This is accomplished by planning response elements through training at all institutional levels, as well as through exercising specific scenarios from table-top discussion to fully functional exercises involving actors portraying victims.

University Police Officers: A significant factor in requesting additional police officers is response time. Normally, Western staffs from 1 to 4 uniformed officers on duty with a higher presence on the days and shifts with higher demand, such as Friday and Saturday nights during the academic year.

A hostile intruder or active shooter incident, such as occurred at Virginia Tech, requires an immediate response by a strike team of at least four trained officers who must be prepared to enter and take immediate action to protect the lives of the community. The addition of one officer on each shift could significantly impact the response time and capabilities of the police in a critical incident.

Further, education and training of our academic community is widely regarded as integral to realistic prevention programs. Since officers proactively engage the campus community in both workplace violence and threat assessment efforts, additional police staffing – focused on educating the campus community about what to do as well as when to notify the police of potential risk – could play an important role in ensuring a safer environment.

Assistant Dean of Student Life: The Student Life Office at Western is responsible for administering Western's Code of Student Conduct, providing oversight for student

programs and activities, and coordinating student assistance services. The Dean and Associate Dean also play a critical role in ensuring students' safety and well-being, and serve as a key point of contact for students, faculty/staff, and family members who are concerned about a student. In the wake of recent high-profile national incidents, there is an increased need for preventive education for faculty, staff, and students – particularly for residence life staff and student peer advisors – as well as for tracking concerns, reviewing emerging trends, and providing additional student support.

Counselors, Psychiatrist: The number of students who arrive on campus each fall with significant mental health issues has steadily increased. In last year's survey of collegiate counseling center directors, 92% reported that the increase in students with severe psychological problems on campus posed a growing concern for their center. The percentage of students taking psychiatric medication and requiring additional psychiatric support was estimated at 25%, up from 17% in 2000. These students require on-going monitoring and follow-up, as well the 24-hour availability of medical and counseling staff. It is clear that there is an increased need for counseling and psychiatric support for students on college campuses.

The International Association of Counseling Services, Inc. – the national accrediting body for college counseling centers – suggests a counselor-to-student ratio of one professional FTE for every 1,000 to 1,500 students. While Western falls within this guideline, we are at the upper end of the scale, with an approximate ratio of 1:1,400.

Additional counseling and psychiatric support will not only enable Western to better meet students' mental health needs – by increasing the availability of counseling sessions, and offering students the on-going monitoring and follow-up they require – but it will also enhance our ability to engage in ongoing preventive education and threat assessment.

e) Impact on other state programs or other units of government.

This will not impact other state programs or other units of government.

f) Relationship, if any, to the state's capital budget.

This request does not require changes to the capital budget; however, WWU is submitting a companion 2008 Supplemental Capital Budget Request entitled *Safe Campus Initiative – Purchase and Installation of Distributed Antenna System*.

g) Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.

Changes to the RCW's or WAC's are not applicable.

h) Does the package require WWU to propose legislative that will be related to the package?

Legislation is not required.

i) Discuss alternatives explored by the university.

Emergency planning and prevention efforts are of utmost importance at Western. While we have already accomplished a great deal, additional resources are needed to meet the

growing needs of our students, faculty, and staff; to engage in additional proactive prevention efforts; and to ensure that our campus is as well-prepared for a crisis or major disaster as it can possibly be. The alternative is to continue with our existing level of service. Existing staffing levels do not enable Western to meet the standards set by other Universities following the release of the findings/recommendations of Governor Tim Kaine's Virginia Tech Review Panel.

Other emergency notification systems were explored by WWU but none offered the ability to manage the continuing information flow after an incident and were found to be NIMS compliant.

j) Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.

Western has been unable to absorb additional demands within its existing budget. University Police and staff providing counseling, emergency management, and proactive education/threat assessment support have been overtaxed in their efforts to meet these additional – but necessary – demands. There is much more work to be accomplished than can be handled by existing staff. Western has requested additional staff for these tasks in previous years; however, its administrative budget is too constrained to add these resources.

k) Budget impacts in future biennia.

An amount of \$952,846 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 \$919,521 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$952,846 and FY 2007-08 recurring costs of \$33,235.

l) A distinction between one-time and ongoing functions and costs.

An amount of \$16,000 in FY 2008-09 is one-time for goods and services, equipment, and lease on equipment. A permanent budget level of \$952,846 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) Effects of non-funding.

The consequences to stakeholders of not funding additional personnel are difficult to address. Current staffing provides a level of service that does not meet the new norm set at universities in the wake of Virginia Tech. The level of response and level of preventative intervention is one which requires additional staff.

Concerning PIERS, timely notification to the campus community would not be possible with our current systems. This would be a significant problem in any life threatening situation.

DECISION PACKAGE TITLE: *TeachWashington***Agency Recommendation Summary Text:**

TeachWashington builds on the existing close collaboration between the College of Sciences and Technology and the Woodring College of Education, working across grades K-16, to increase the quantity and quality of science and mathematics teachers at all levels graduating each year from Western Washington University. The *TeachWashington* program will build on Western's already nationally recognized programs to: 1) double the number of high quality secondary mathematics and science teachers graduating each year from approximately 50 to 100, 2) enhance our programs to produce a new cadre of exceptional teachers prepared to meet the needs of middle school students, and 3) increase the focus of our elementary programs on preparing teachers ready to effectively teach mathematics and science to all students. A secondary goal of the *TeachWashington* program will be to serve as a model and proactive partner with other institutions and organizations in the state to help meet the critical need for excellent mathematics and science teachers identified in *Washington Learns*.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 78,973	\$ 915,372	\$ 994,344
Total Resources	\$ 78,973	\$ 915,372	\$ 994,344

USES (EXPENDITURES)

Faculty - TT	\$ 16,000	\$ 165,000	\$ 181,000
Faculty – Adjuncts (Includes Master Teachers)	\$ -	\$ 173,308	\$ 173,308
Graduate Teaching Assistants	\$ -	\$ 30,246	\$ 30,246
Exempt	\$ -	\$ -	\$ -
Classified	\$ -	\$ 45,000	\$ 45,000
Hourly	\$ -	\$ 50,000	\$ 50,000
Salaries and Wages	\$ 16,000	\$ 463,554	\$ 479,554
Employee Benefits	\$ 9,383	\$ 134,698	\$ 144,080
Goods and Services	\$ 53,090	\$ 278,495	\$ 331,585
Equipment	\$ 500	\$ 38,625	\$ 39,125
Total Expenditures	\$ 78,973	\$ 915,372	\$ 994,344

STAFFING FTE

Faculty - TT	0.00	3.00
Faculty - Adjuncts	1.00	3.00
Graduate Teaching Assistants	0.00	2.00
Exempt	0.00	0.00
Classified	0.00	1.00
Total FTE	1.00	9.00

Description:

Growing and sustaining Washington's economy and quality of life depends critically on our ability to educate the next generation of workers and citizens. Governor Christine Gregoire stated in the report *Washington Learns*, "Education is the single most important investment we can make for our children, our state, our economy and our future. We propose a bold plan to redesign and re-invest in education during the next decade. We offer a new way of thinking about the purpose and function of public education, and we believe that math and science education must be addressed first."

Increasing the quantity, quality, and diversity of mathematics and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become math and science literate. Research indicates that effective teaching is the key to achievement at the level of the state standards, so that all students have the capacity to thrive in the economy of the 21st century. Effective teaching also ensures that those with the talent and interest will have the opportunity and encouragement to pursue more advanced learning in high school and then at the state's colleges and universities.

Western Washington University with 12,100 undergraduate, 800 graduate students and over 1,280 math and science majors, is already the largest producer of elementary teachers and secondary mathematics and science teachers in Washington. The Science, Mathematics, and Technology Education program is a national leader in producing high quality teachers with deep knowledge of both content and pedagogy in the disciplines. By adding two new faculty members in the College of Sciences and Technology, one new faculty member in the Woodring College of Education to the faculty, and hiring two Master Teachers, WWU will create the capacity to achieve the goals of this proposal. The *TeachWashington* program can increase the number of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years. With the increased capacity we will design and implement programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics. We will also be able to expand our efforts to improve our elementary education program to ensure that all graduates are prepared to be effective mathematics and science teachers and many graduates will be able to serve as specialists in their schools.

To recruit new secondary teachers from the ranks of students interested in majoring in mathematics or science, the proposed model incorporates elements from the successful programs at the University of Texas and the University of Colorado. The science program will build on from the work of the WWU Math Learning Center and the Learning Assistant program from the University of Colorado in Boulder to recruit and retain future teachers. Based on the successful UTeach program from Texas, we will provide early field experiences, supervised by Master Teachers, to entice students with expressed interests in math and science to try teaching. At both elementary and secondary levels, we will restructure the certification programs to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre.

According to the work of Liping Ma and other mathematics researchers, a great need exists to deepen the mathematical understanding of K-8 teachers beyond the standard content and methods courses offered as part of the elementary certification package. Furthermore, public schools are implementing coaching models, which require in-district access to teachers with strong backgrounds in mathematics education.

As part of this decision-package, WWU will respond to this need in two-ways. First, we will create a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture. Second, we will extend this program to support teachers who want to obtain a middle school certification specific to mathematics.

WWU's Mathematics Department has a strong and visible involvement with the professional development of secondary mathematics teachers at both the pre-service and in-service levels. However, to overcome the restrictive nature of the "core" preparation of elementary teachers, WWU will extend its roles in working on the in-service levels with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnership with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.

As with mathematics education, research on the effective preparation of science teachers supports the need to deepen the science content knowledge and pedagogical skills of P-12 teachers, and to increase in-service training of current teachers to help them improve their instruction and become effective mentors for students and novice teachers. Through Western's leadership of the NSF funded North Cascades and Olympic Partnership grant, science teacher leaders have been prepared and Professional Learning Communities have been established in over 150 buildings in 28 regional school districts. These teachers are available to serve as mentors to WWU student teachers and first-year teachers for the *TeachWashington* program.

These efforts can make a significant contribution, but they cannot satisfy the total anticipated state need for math and science teachers. Therefore, though our primary effort is to build a sustainable program on our campus, a secondary goal of the *TeachWashington* program at Western Washington University will be to serve as a model and proactive partner with other institutions and organizations in the state. By sharing what we learn locally, we plan to be leaders in helping Washington produce all of the high quality math and science teachers it needs.

Building on our Strengths. One of the unique strengths of Western Washington University's programs is the strong collaboration at all levels between the College of Sciences and Technology and the Woodring College of Education including the substantial participation of mathematicians and scientists in teacher preparation. Scientists from the departments of biology, geology, chemistry, and physics, along with

science educators from the college of education, form the Science Education Group. Mathematicians and mathematics educators in the mathematics department have a comparable Mathematics Education Group. Science and Mathematics Education faculty members are actively engaged in research and teaching in their disciplines *and* mathematics and science education.

Both programs have long histories of successful interactions with the schools. The Science Education program was recently awarded a \$12 million Mathematics and Science Partnership grant by the National Science Foundation. This grant involves a collaboration of 28 regional school districts and four two-year colleges. The Mathematics Education group recently received a state Mathematics and Science Partnership grant to provide content and pedagogy training for regional middle school mathematics teachers.

Working with the community.

We will work closely with the campus community, the business community, the Governor's office, the state legislature, the Higher Education Coordinating Board, and P-12 schools to establish *TeachWashington* as an important initiative focused on helping the state meet the goals described in Washington Learns. These collaborations will be formalized through an Advisory Board that will insure communication about the program to all of our constituents and will involve our P-12 partners in the design and implementation of the components of *TeachWashington*.

Woodring College of Education, the College of Sciences and Technology, and SMATE have long-standing mutually beneficial relationships with our P-12 school partners characterized by the sharing of knowledge and resources to support the preparation and ongoing professional development of teachers. Western faculty and P-12 educators collaborate to design, implement, and evaluate programs for the preparation of teachers through the practica and internship experiences for our teacher education students and through professional development for practicing teachers. Through these numerous school and district collaborations, Western profoundly impacts the knowledge and skills of future and current mathematics and science teachers. *TeachWashington* will enable us to expand that influence. Moreover, through *TeachWashington* we will build a model for the preparation of math and science teachers that will serve as an exemplar for other teacher education institutions in the state.

Constructing the model. During the first year, current faculty will work together to explore the restructuring of courses and develop an implementation plan for the campus. New faculty members will be recruited and hired. Master teachers (highly qualified teachers from P-12 schools) will be identified and recruited to begin in the summer of 2008 so they will be ready to teach the early field experience courses during the 2008-2009 academic year. Master teachers will also prepare to coordinate and supervise student teachers in collaboration with the math and science education faculty.

We will establish a cross-disciplinary steering committee during the first year to help **TeachWashington** stay on track. The **TeachWashington** Steering Committee will consist of the Co-Directors (the director of SMATE and the chair of the Department of Secondary Education; the Chair of the Department of Elementary (K-8) Education; the Head of Mathematics Education, and representatives from the Western Foundation, the community, business and industry, regional schools, and University administration.

TeachWashington will hire a full-time Director of Recruitment and Retention during the first year who can be an enthusiastic cheerleader for teaching, and assist students at all stages who may have an interest in becoming mathematics and science teachers. They will coordinate activities and events to both recruit and build the **TeachWashington** community.

Supporting the On-Campus Community. The Learning Resource Center at WWU is already a popular location for students to gather and interact with each other and the faculty. It is a 12,000 square foot open space that houses over 14,000 books, manipulatives, and materials that teachers need to design and present effective instruction. Laptop computers with wireless access are available for students use as along with free printing. It is open to all students, faculty, staff, local teachers, and the public.

We will establish an organization of **TeachWashington** students to build community and provide a voice for students in the program. This will build on the current student chapter of the National Science Teachers Association that has been growing for the past three years and a new future math teacher organization that will be established. The two groups will periodically participate in joint activities. The **TeachWashington** Co-Directors will work with the Director of Recruitment and Retention to organize regular events for students, faculty, and staff to build a sense of identity and camaraderie in the program and give the students a forum to provide feedback to program decision makers.

Honoring Students Who Choose to Teach. We will work with the administration, the Deans of the College of Sciences and Technology and the Woodring College of Education, and the Office of University Communications to honor those students that choose to become mathematics and science teachers by recognizing them at special events on campus (luncheons or dinners), in the local and hometown media, and at graduation. The **TeachWashington** Task Force will work with the community and the state to recognize students as they graduate and in the schools.

Supporting Teachers After Graduation

New teachers graduating from Western Washington University have full access to the resources and materials in the Learning Resource Center during their first year of teaching. **TeachWashington** will implement a program to enhance the induction experience for graduates by connecting new science teachers with science Teacher Leaders or math mentors and the professional learning communities in their buildings. Science Teacher Leaders have been developed in every building in the region over the past four years through the NSF funded North Cascades and Olympic Science Partnership

grant. Close coordination with the Woodring College will provide a high quality model for student and novice teacher support.

Narrative Justification and Impact Statement:

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

TeachWashington embodies the idea of engaged excellence by bringing the faculty and students in two colleges together to pursue the critical goal of improving K-12 mathematics and science instruction by increasing the quantity and quality of the teachers graduating from WWU. We intend to instill in our students a life-long passion for learning and sharing their knowledge with future generations of children through an innovative program that fully engages the broader off-campus community as collaborative partners. The proposed project will increase the funding in a key area—teacher preparation. Our commitment to clear outcomes and scholarship around the program will enhance the learning experience for all participants.

b) *Performance Measure Detail.*

We currently collect end-of-course instructor surveys from students. During the planning year, we will develop and plan the implementation of entry surveys and midterm evaluations. As the first cadre of students approaches graduation, we will implement common evaluations of the *TeachWashington* program and students' university experience.

Woodring College of Education collects and reports data on the characteristics of students in the program including enrollment statistics, grade point averages, demographics, graduation rates, placement statistics, and retention rates in the schools. In addition, the College collects data on student performance on state-mandated assessments and conducts follow-up surveys with alumni and employers. We will follow up with students who do not enroll in *TeachWashington* courses on time to see if they are still in the program. Students who leave the program will be interviewed to assess their reasons for dropping out and providing feedback to the program.

The Co-Directors will prepare an annual report each year summarizing progress, challenges, and changes to the original plan, to be used as feedback to continuously improve the *TeachWashington* program.

c) *Reason for change?*

There is a critical shortage of high quality mathematics and science teachers in Washington. The *TeachWashington* program will contribute approximately 50 new high school teachers each year, over 150 elementary certified teachers each year prepared to be effective math and science teachers—many with middle school endorsements in math or science, degrees in general science, mathematics, or certificates in elementary mathematics, and a model that can be replicated across the state.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*

The **TeachWashington** program will make a major contribution to improving the mathematics and science preparation of K-12 students which is critical to producing knowledgeable citizens and the workforce for the 21st century.

e) *Impact on other state programs or other units of government.*

TeachWashington will increase the number of highly qualified mathematics and science teachers to fulfill a critical shortage area in Washington K-12 schools. In addition, the program will provide professional development for current teachers, thus contributing to the improvement of science and mathematics instruction for all students.

f) *Relationship, if any, to the state's capital budget.*

No relationship to the state's capital budget. Western Washington University already has the ideal space to implement the **TeachWashington** program successfully. The Science Mathematics and Technology Education Program is located in a 15,000 square foot facility that has four state-of-the-art classrooms, a conference room, and a common Learning Resource Center that provides students access to the latest math and science curriculum materials, research journals and other current resources on teaching and learning. The facility also houses a large stockroom with lab equipment and teaching materials.

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 legislative that will be related to the package?*

No proposed legislation is required.

i) *Discuss alternatives explored by the university.*

No alternatives were discussed.

j) *Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.*

We are proposing the expansion of an existing program to meet critical state needs. Current programs are running at capacity.

k) *Budget impacts in future biennia.*

An amount of \$876,871 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 \$797,898 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$876,871 and FY 2007-08 recurring costs of \$78,973.

l) A distinction between one-time and ongoing functions and costs.

An amount of \$38,501 in FY 2008-09 is one-time for support technology and equipment. A permanent budget level of \$876,871 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) Effects of non-funding.

The critical need for increased numbers of high quality mathematics and science teachers will go unmet.

n) Expenditure and revenue calculations and assumptions.

9.0 FTE are requested as follows:

2.0 FTE – Faculty Non-Tenure Track, Master in Teaching (Adjunct)

2.0 FTE – Faculty Tenure Track, Math

1.0 FTE – Faculty Tenure Track, Secondary Teacher Education

2.0 FTE – Graduate Teaching Assistant

1.0 FTE – Faculty, Adjunct

1.0 FTE – Classified, Director of Recruitment and Retention

DECISION PACKAGE TITLE: Red Tide Mitigation Project

Agency Recommendation Summary Text

Each year a significant portion of Puget Sound's shellfish beds are closed due to the presence of paralytic shellfish poison (PSP), commonly termed "red tide". These funds will enable Western to establish a Research Institute on Harmful Algal Blooms (RIHAB) within Huxley College, to direct and provide resources for work on the development, testing and implementation of harmful algal bloom forecasting and mitigation strategies, for the Puget Sound and the Georgia Basin.

Fiscal Detail

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$	590,790	\$ 590,790
Total Resources	\$	590,790	\$ 590,790
USES (EXPENDITURES)			
Faculty	\$	55,000	\$ 55,000
Exempt	\$	42,000	\$ 42,000
Classified	\$	34,000	\$ 34,000
Hourly	\$	10,000	\$ 10,000
Salaries and Wages	\$	141,000	\$ 141,000
Employee Benefits	\$	39,480	\$ 39,480
Goods and Services	\$	260,310	\$ 260,310
Equipment	\$	150,000	\$ 150,000
Total Expenditures	\$	590,790	\$ 590,790

STAFFING FTE

Faculty - TT	0.00	1.00
Exempt	0.00	1.00
Classified	0.00	1.00
Hourly	0.00	0.00
Total FTE	0.00	3.00

Package Description:

The focus of Governor Gregoire's Puget Sound Partnership is to restore Puget Sound and its valuable marine resources. Among the economically valuable resources in Puget Sound is the commercial shellfish industry which generates more than 77 million dollars in annual sales. The additional recreational value of shellfish is indicated in part by the half million dollars in licensing fees for shellfish harvesting collected by the Department of Fish and Wildlife in 2005. However, each year a significant portion of Puget Sound's shellfish beds are closed due to the presence of paralytic shellfish poisons (PSP),

commonly termed “red tide”. PSP in Puget Sound are produced by a species of phytoplankton called *Alexandrium catenella*, which periodically undergoes population explosions, termed by oceanographers “harmful algal blooms”, leading to PSP contamination of shellfish beds.

Although the extent of PSP contamination varies seasonally and annually, during a typical year, shellfish from more than 60% of the WA Department of Health (DOH) early-warming monitoring sites acquire dangerous levels of PSP. The majority of shellfish beds in Puget Sound are closed during part of the year by the WA DOH to safeguard human health. Thus, PSP in Puget Sound not only poses a significant risk to human health, it also results in a substantial economic loss in Washington State.

To safeguard human health, the WA DOH maintains hundreds of shellfish monitoring sites throughout Puget Sound, the Strait of Georgia and the Strait of Juan de Fuca. The annual monitoring budget for shellfish monitoring exceeds 2 million dollars annually. This program has been largely successful in preventing deaths from PSP; the last reported deaths from shellfish consumption in Washington State occurred in 1942. However, every few years several recreational shellfish harvesters are hospitalized or sickened by consumption of PSP-contaminated shellfish. The most recent reported case of PSP illness occurred in Kitsap County to a harvester who consumed contaminated clams in April 2007.

The annual budget for monitoring for PSP in Puget Sound does not enable the Department of Health to conduct research to improve forecasting of PSP events or to test methods of mitigating PSP in Puget Sound. Given the large annual expense of monitoring shellfish and the substantial economic costs and health risks caused by PSP in Puget Sound and the Strait of Georgia, it is reasonable to invest state resources into a research program to develop and test methods for forecasting and mitigating these harmful algal blooms. The ability to forecast harmful algal blooms in the Puget Sound and Georgia Basin through better understanding of the life cycle of *Alexandrium catenella* would safeguard human health and allow the Department of Health to better allocate monitoring resources. The development of methods of mitigating harmful algal blooms would preserve shellfish resources worth 77 million dollars annually.

Recent technological developments in oceanography such as new computer models of Puget Sound circulation and new findings on the lifecycle of *Alexandrium catenella* in Puget Sound suggest that a solution to this problem is possible. Renewed public commitment to conserving Puget Sound resources reflected in Governor Gregoire’s Puget Sound Partnership also indicate that the time is right for a focused program to research strategies for PSP forecasting and mitigation. The overall value of Puget Sound and Georgia Basin resources is reflected in the 2005-2007 Puget Sound Conservation and Recovery Plan containing combined state and federal funding of \$182 million.

Research Institute on Harmful Algal Blooms (RIHAB)

We request funds to establish a research institute that will direct and provide resources for work on the development, testing, and implementation of harmful algal bloom forecasting and mitigation strategies. This institute would catalyze applied research in this field, fund experts from around the United States and abroad to work with the research institute on this problem and it would sustain this work through acquisition of funds from federal agencies, private donations, and partnerships with state agencies.

Funds are requested to support one tenure-track faculty member with expertise in harmful algal blooms and *Alexandrium* biology, support staff (one technician and one laboratory manager), two student technicians, research equipment; and research collaborations with other institutions which will induce experts from other institutions to address the problem of PSP in Puget Sound (e.g., researchers from the Woods Hole Oceanographic Institution, University of Washington, Oregon State University, and other institutions). This will enable RIHAB to work collaboratively with experts from around the country to address the PSP problem. Start-up costs of \$150,000 will be used to purchase equipment for culturing *Alexandrium* in the laboratory, a computer system for tracking and forecasting harmful algal blooms, quantitative DNA amplification equipment for rapid quantification of *Alexandrium* in the waters of Puget Sound, and for necessary capital improvements to the institute. It is anticipated that RIHAB will expand in future years by acquiring other sources of funding through federal and private grants. It is also expected that the benefits of improvements in PSP monitoring and forecasting, and projected mitigation strategies to address the PSP problem will in time outweigh the initial costs of this program.

Why Western? The resources of Huxley College of the Environment at WWU make it an ideal organization to host the Research Institute on Harmful Algal Blooms. Research and education in the Environmental Sciences Department focuses on problem solving. Faculty in this department on the main campus and at the Shannon Point Marine Center have experience in studying harmful algal blooms with a proven track record of research and fund raising in this area. They currently maintain a large algal culturing facility and maintain cultures of *Alexandrium catenella*. Research vessels designed specifically for sampling in Puget Sound at the marine center allow rapid access to all parts of Puget Sound and the Strait of Georgia. In addition, Huxley College of the Environment has plans to construct a new facility on the Bellingham waterfront, including laboratory space that would house the proposed institute. This will make Western the only state-funded university with a portion of its main campus on the Strait of Georgia waterfront. In addition, the National Oceanic and Atmospheric Administration (NOAA) plans to move its marine operations unit to the Bellingham waterfront as well, adjacent to the future site of Huxley College. The proximity to the NOAA marine operations facility will result in direct collaboration between WWU researchers and workers at NOAA.

Narrative Justification and Impact Statement:

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

The University's Strategic Plan entails commitment to excellence in teaching, scholarship, and community service. It promotes scholarly work of significance and applies that scholarship in regional, national, and global communities. The additional faculty line will improve teaching and scholarship at Western. Furthermore, RIHAB will enable significant scholarly work which will be applied directly to our regional environment.

b) Performance Measure Detail.

Western submits data on accountability performance measures annually to the Higher Education Coordinating Board.

c) Reason for change?

Federally-funded research programs on harmful algal blooms in the Pacific Northwest have largely neglected the problem of PSP in Puget Sound. The budget for ECOHAB, a federally-funded program on harmful algal bloom research has been reduced and in recent years the program has not focused resources to PSP problems in Puget Sound. On May 7, 2007, Governor Gregoire signed legislation to create the Puget Sound Partnership to develop an action agenda for restoring Puget Sound. The primary focus of the Puget Sound Partnership is enhancing water quality and biological diversity. RIHAB would directly complement but not duplicate the work of the Puget Sound Partnership by addressing the question of how to solve this PSP problem. The goals of RIHAB not only complement the goals of the Governor's Puget Sound Partnership, but would work synergistically to enhance efforts to restore the health and resources of Puget Sound.

d) Impact of change on students and the citizens of Washington, and services provided by WWU.

RIHAB will provide research positions for two students to engage in research activities with the institute director and staff. The institute will also coordinate with Western's Minorities in Marine Sciences Program (MIMSUP) to ensure that opportunities for research experiences are available to students from all backgrounds, including under-represented groups. This research institute will enhance educational opportunities for students at Western by providing hands-on experience and examples of problem-solving methods that can be discussed in the classroom.

e) Impact on other state programs or other units of government.

RIHAB will work with the Washington State Department of Health (DOH) in the development of better PSP forecasting methods. RIHAB's goal of PSP mitigation fits within the objectives of the DOH of safeguarding the health and safety of

Washington State residents. We envisage RIHAB and the DOH working synergistically to safeguard public health and protect marine resources from PSP. The director of the institute will also work with the board of the Puget Sound Partnership to ensure complementary work. By providing educational opportunities for students at Western, the institute will help to produce graduates that can make strong contributions to state and local government and in the private sector. By protecting shellfish resources, RIHAB will promote economic development in Washington State.

- f) *Relationship, if any, to the state's capital budget.***
No relationship to the state's capital budget. However, it is anticipated that Huxley will eventually relocate to Western's future Waterfront Campus, and RIHAB will likely be housed in a property convenient to National Oceanic and Atmospheric Administration (NOAA).
- g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.***
No revisions or changes are required.
- h) *Does the package require WWU to propose legislative that will be related to the package?***
No proposed legislation is required.
- i) *Discuss alternatives explored by the university.***
None.
- j) *Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.***
Western has worked diligently to maximize its efficient use of existing financial, staffing and technological resources in its current operating budget. There is no room in the current budget to redirect funds to this initiative.
- k) *Budget impacts in future biennia.***
An amount of \$236,790 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 \$236,790 for 2009-2011.
- l) *A distinction between one-time and ongoing functions and costs.***
An amount of \$354,000 in FY 2008-09 is one-time for personal service contracts (\$200,000) and equipment (\$154,000 for culturing *Alexandrium* in the laboratory, a computer system for tracking and forecasting harmful algal blooms, quantitative DNA amplification equipment for rapid quantification of *Alexandrium* in the waters of Puget Sound, and for necessary capital improvements to the institute).

A permanent budget level of \$236,790 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) Effects of non-funding.

Western will not create the Research Institute on Harmful Algal Blooms and solutions to this serious problem in Puget Sound and the Georgia Basin will require other sources of funds. The educational, research and economic objectives of RIHAB will not be met.

n) Expenditure and revenue calculations and assumptions.

3.0 FTE are requested as follows:

- 1.0 FTE – Tenure-Track Faculty in Biological Oceanography
- 1.0 FTE – Exempt professional Laboratory Manager
- 1.0 FTE – Classified Scientific Instructional Technician

WESTERN WASHINGTON UNIVERSITY

**MAKING COLLEGE POSSIBLE FOR UNDERSERVED
POPULATIONS**

In response to the Governor's call to action to serve traditionally underrepresented students in higher education, Western Washington University is requesting 2008 supplemental funding for three innovative programs, as listed below:

1) *Targeted Leadership Advantage Program - \$486,922*

Expansion of the fall 2007 pilot "Inspired Leadership Advantage Program" as one element of a broader **institution wide plans to create a comprehensive leadership development program** for students. The Leadership Advantage Program is designed to support Western's strategic commitment to engaged excellence. Western has built a foundation in quality undergraduate education and is poised to provide individually-tailored opportunities for various groups to develop into effective and inspired leaders and involved citizens. This program will work in concert with the recently funded low-income, first generation program to recruit and retain promising, yet at-risk students.

2) *Investing in Transfer Access and Transition (INTACT) -- \$318,028*

A majority of transfer students at Western experience significant transitional needs. INTACT proposes investing resources to remove obstacles that Washington Community College transfer and other transfer students currently face at Western in 1) enrolling in the major of their choice; (2) completing their degree requirements and (3) graduating on time.

3) *Student Teachers Enhancing Possibilities (STEP) -- \$ 463,816*

An innovative program for recruiting traditionally underrepresented students to higher education. In partnership with P-12 schools, Western student teachers (education students completing their culminating internship) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western's future teachers will "open eyes and doors" to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms.

DECISION PACKAGE TITLE: Targeted Leadership Advantage Program

Agency Recommendation Summary Text:

This request for the expansion of the Fall 2007 pilot “Inspired Leadership Advantage Program” is one element of a broader **institution-wide plan to create a comprehensive leadership development program** for students. Western seeks to build leaders with the confidence to complete their education, serve as role models, and provide future leadership in the state. This program will serve as a tool in achieving increased recruitment and retention of first generation and low income students who are emerging leaders. Coupled with the necessary financial assistance from private fundraising, students will be poised to achieve their goals of a college education.

Fiscal Detail:

	2007-08		2008-09		2007-09	
RESOURCES						
Fund 001, General Fund - State	\$	-	\$	486,922	\$	486,922
Total Resources	\$	-	\$	486,922	\$	486,922

USES (EXPENDITURES)

Faculty - TT	\$	-	\$	27,500	\$	27,500
Exempt	\$	-	\$	30,600	\$	30,600
Classified	\$	-	\$	65,000	\$	65,000
Hourly	\$	-	\$	16,000	\$	16,000
Salaries and Wages	\$	-	\$	139,100	\$	139,100
Employee Benefits	\$	-	\$	38,948	\$	38,948
Goods and Services	\$	-	\$	299,374	\$	299,374
Equipment	\$	-	\$	9,500	\$	9,500
Total Expenditures	\$	-	\$	486,922	\$	486,922

STAFFING FTE

Faculty - TT	0.00	0.50
Graduate Teaching Assistant	0.00	0.50
Exempt	0.00	0.50
Classified	0.00	2.00
Total FTE	0.00	3.50

Description:

The model for the “Inspired Leadership” component of the University’s Leadership Advantage program focuses on low-income and first-generation students who are emerging leaders—to develop those students’ solid foundation of leadership skills in order that they can serve as role models for the growth of leadership opportunities on campus. This creates an efficient model where peer-to-peer influence will create additional interest and mentorship for future emerging leaders that infuses leadership into the culture of the institution, yet provide the individualized programming necessary to

reach targeted populations. The institutional niche of developing leaders who are poised to make a difference will become systemic within the university structure—yet personalized.

The Leadership Advantage Program is designed to utilize Western's strategic commitment to engaged excellence as a tool to increase recruitment and retention of undergraduate students while developing their leadership potential. Western Washington University has built a reputation for quality undergraduate education that is steeped in an integrated Western experience with co-curricular programs complementing the rich intellectual classroom environment.

This experience encourages students to provide leadership outside the classroom on important social issues of our time. The proposed program will create a leadership process built on Western's existing student leadership opportunities. These opportunities will serve as a tool in achieving increased recruitment and retention of first generation and low income students who are emerging leaders. Research evidence from thirty-one leadership programs funded by the Kellogg Foundation indicates that improved self esteem is a significant outcome of leadership programs (74%), with a number of the programs designed to directly impact retention also showing success.

Western is committed to providing first-generation/low-income students opportunities to demonstrate their talent and bolster their self esteem. These opportunities must be coupled with the necessary financial assistance to achieve their goals of a college education. This request asks for the state to partner with Western in developing this unique approach. Western seeks to build leaders with the confidence to complete their education, serve as role models for others, and provide future leadership in the state. The University has already begun the process of restructuring existing programs and soliciting donors to develop this program. The state's commitment to basic funding for personnel and staff will encourage those donors and signal our students that building leadership for the future is a high priority worthy of the state's investment.

The growth of the institution-wide Leadership Advantage program is anticipated to be phased and targeted toward various groups of students and to be funded in partnership with the state as described below. This state request would fund the first component of the program, "Inspired Leadership", which is specifically targeted toward first generation, low-income populations. In the 2007-08 Pilot Program, there are ten students. It is proposed that the program serve 50 new at-risk students each year for a period of four years, therefore when fully operational, the program would serve 200 students in it each year. The University will simultaneously work to secure internal & external funding to implement the additional components of the overall program (other target groups) outlined in the overall institution wide Leadership Advantage Program:

- Phase I—State Funding Request for "Inspired Leadership"—to expand existing programmatic efforts to reach and support additional **"emerging leaders"** (low income, first generation, diverse students with impressive leadership potential) in

the “Inspired Leadership” segment, providing a fast track to leadership opportunities,

- University & Private Funding—to integrate purposeful leadership development opportunities with an **academic focus**, also serving as a recruitment tool to attract talented students (e.g. honors program, various colleges and majors, interdisciplinary studies),
- University & Private Funding—to merge the existing “**student-athlete**” philosophy with additional focus and direct reflection on leadership components developed on and off the court, achieving a cultural impact, and
- University & Private Funding—to further develop the institution’s niche in areas such as **service to community** and **environmental and responsible economic leadership**, by linking student commitment to social priorities with the skills and abilities to facilitate significant change within structured society.

In addition to the above targeted areas, the initial leadership expansion phase is creating leadership training opportunities for student leaders and management staff through partnership with the Associated Students and Human Resources; both having contributed one-time funds to fund the pilot.

The four-year nature of these leadership programs focuses on the following natural development pattern:

- Year One: “Getting to Know Self as Leader” which coincides also with retention strategies
- Year Two: “Exploring Leadership” – Develop leadership skills
- Year Three: “Leading at Western” - Practice developing leadership skills within the university environment
- Year Four: “Leading Beyond Western” - Practice developing leadership skills out in the community

Three Major Constructs of the Program that move it beyond typical, more theoretical or activity-based programs include:

- Reflection
- Skill/Learning Development
- Application

Key program plans include:

- Study and implement best practices & methodologies
- Develop learning outcomes & assessment procedures
 - Increased success in recruiting top students
 - Increased retention to graduation
 - Competitive graduates, able to articulate their leadership skills
 - Connected alumni

- Develop a “Leadership Scorecard” that will ensure the function of leadership development is focused on accomplishing goals linked to the university’s overall business strategy
- Develop a marketing plan to interest targeted populations in participating
- Provide education & training for management (professional staff)
- Credit Courses: .50 FTE faculty to teach courses for students in the program as well as for management staff. There will be continued development and expansion of leadership courses such as:
 - “Diversity in Higher Education” curriculum (Dr. Mancuso & Dr. Estrada’s model)
 - “Foundations of Student Leadership” (currently taught one quarter per year by adjunct faculty; would expand to 3 quarters with faculty instruction.)
Learning objectives for the course include:
 - developing a better self-understanding, regarding individual values, leadership styles and strengths
 - developing an understanding of the ethical component of leadership
 - developing an understanding of various leadership theories, models and concepts, and
 - demonstrating synthesis of various leadership theories, models and styles by developing a personal philosophy of leadership
- Skill building & development
 - Skill assessment through self-assessment inventories
 - Leadership library/resource materials
 - Speakers & presentations
 - Mentoring
- Added opportunities for engaged learning and self reflection
 - Leadership conferences
 - Journal-writing
 - Discussion groups & group projects
 - Creation of a Statement of Personal Leadership Philosophy

Description of Pilot Program: “Inspired Leadership”

The University just began its leadership VIP pilot, entitled “Inspired Leadership” in the Fall of 2007 with 10 first-generation and low-income students whose personal histories demonstrate impressive drive, resilience and exceptional capacity for leadership. The high school GPA’s of participants of the VIP pilot range from 3.33 to 3.99. The students bring a variety of cultural and ethnic backgrounds including Mexican American, bi-racial African American and White, African American, Somali, bi-racial Latina and White, and East Indian American. All 10 are first-generation college students from the State of Washington. They are true examples of the potential power of this program to change lives and create educated and thoughtful leaders whose impact will be exponential. Their personal histories are emotionally moving (examples below):

“The oldest of several siblings, the daughter of a hard working single mother, and one of the funniest, most generous 18 year olds you will ever encounter, she is a shining example of how academic excellence is best complemented by youthful energy. She remains young at heart, which keeps her loved by her classmates, highly respected by her teachers, and fully backed by a big family who watches with pride as she blazes a new trail, and starts a fresh family tradition for education and excellence. Her passion for environmental issues makes her an especially exciting addition to Western and Huxley College.”

“Truly one of the brightest, most kind, and truly inspiring students you will ever meet; she is the reason we created this program. Since escaping war in Somalia, gaining refugee status in Kenya, and eventually making her way to America, she has gained a very mature insight on her journey, and a passion to build a better life for herself and her family. She has created student clubs and been a very visible leader on her campus and in her community.” From her personal statement, “I remember my family running away from the war and becoming refugees in Kenya in 1991. Since then my family still hasn’t reached a point of stability. My mother works at a job that pays \$8.45 an hour. I want to change that. For me to change myself into a better person, I feel that I need to leave home and accomplish something independently so that I can support my mother. I struggle to understand if the journey I make in my life is for others or for me. Then I think about my mother when she first decided to leave Africa and make a journey to America. I wonder what she thought about leaving behind her only home and taking eleven kids on a plane with none of us speaking English. I wonder if I have the same determination as her and would I achieve something if I moved away from my only home. Excited but nervous, I want to start my journey.” Her interest area is Political Science.

The “Inspired Leadership” program provides a fast track to leadership as well as a financial guarantee of support for up to five years. More than simply relieving financial pressure, we hope to replace it with empowerment and defined opportunities for growth. Western recognizes its role in developing diverse leaders for the future. This commitment places both leadership development and at-risk, low-income student support at the forefront of what we do as an institution. We believe in the power of creativity, lofty ideas, probing questions, and our responsibility to cultivate the potential of all young people, regardless of their economic status or status as first-generation college students.

In the Fall of 2008, the initial 10 students will continue on in the “Inspired Leadership” program and to more than double the number new participants (20-30) with a program goal of 50 new students each year. When the program is fully operational, Western would be serving 200-250 students per year in just this segment of the institution-wide leadership effort.

Funding components include:

- Faculty (.50 FTE) to teach students in the program as well as management staff at WWU.
- Program Staffing: Leadership Development Specialist (hired on temporary funding now), a Program Coordinator, a Support Staff member, and a Graduate Assistant.
- A Library Resource Room
- Direct funding for students to attend leadership conferences, take skill and interest inventory tests, and participate in other campus services programs.
- Supplies & Operations, Travel & Staff Training
- One-time costs for space set-up/configuration

The one-time costs for space include purchase of furnishings and equipment for the new staff members, plus funds to reconfigure space into office functions. Smaller amounts of operating funds are often utilized by the university to meet space needs when minor cap funding is insufficient or when the timing of a minor cap request would not match the need (e.g. 2009-2011 biennium request would be too late.).

The financial guarantee for students in these leadership programs is a four-year commitment to top up financial aid packages to ensure students without the economic resources, but who show leadership promise, can be retained and can complete a solid educational program that will position them for future significant roles. The WWU Foundation has created a dynamic case statement and has already identified significant potential private support. The university will provide tuition waivers, as appropriate.

In conclusion, we refer to this initiative as an *Advantage* not only because of the financial and developmental support we plan to offer our leaders but also to recognize the broader advantage gained when we, as a university, work to ensure that those who will shape the future are fully supported and well equipped to lead, irrespective of their intended major. By bolstering our institutional focus on financial and personal support, academic and civic engagement, empowerment, and leadership development, we expect to graduate an increasingly inspired group of leaders each year. As has always been the case, students will continue to change the world. We are proud of the Leadership Advantage Initiative and our efforts to discover innovative ways to support the growth of some of Washington State's most promising young leaders while also addressing issues of equity in access to higher education.

Narrative Justification and Impact Statement:

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

As a part of its Mission, Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship. Additionally, the University has a stated strategic goal to become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies. The Leadership Advantage combines these two

pledges and is aimed at pinpointing and backing at-risk student who have shown impressive leadership potential. This program builds on WWU's niche and strengths – selective, private quality/public cost, integration of academics with out-of-class experiences, access to faculty and administrators.

b) Performance Measure Detail.

Learning outcomes & assessment procedures will include:

- Increased success in recruiting top students
- Increased retention to graduation
- Competitive graduates, able to articulate their leadership skills
- Connected alumni

A "Leadership Scorecard" will be developed that will ensure the function of leadership development is focused on accomplishing goals linked to the university's overall business strategy.

c) Reason for change?

Changing demographics and increased competition for students necessitate that the University enhances its niche and offers programs to talented and underrepresented students that will not only get and keep them here, but will tap their full potential as leaders. Targeted programs have proven to be successful in achieving results.

d) Impact of change on students and the citizens of Washington, and services provided by WWU.

Currently, the University offers a compendium of leadership opportunities on campus – not unlike many other universities – but without financial and coordinated/personalized support mechanisms that ensure success for at-risk populations. The current pilot program is partially funded with one-time contributions from various sources and needs a sufficient level of permanent funding.

e) Impact on other state programs or other units of government.

No impact on other agencies.

f) Relationship, if any, to the state's capital budget.

One-time funds in the amount of \$200,000 are included in this operating request for reconfiguration/conversion of existing university space, including furnishings, equipment and offices for the Leadership Development Specialist, Program Coordinator, Secretary and Graduate Assistant. This allocation of operating funds for space configuration is in lieu of requesting minor cap funding in the 2009-2011 Biennium which would be too late to meet the need.

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 legislative that will be related to the package?

No

i) Discuss alternatives explored by the university.

The University has explored options similar to the Husky Promise and the Cougar Commitment, and found this model to be the best fit for the niche that Western Washington University fills in the State. It is a cost-efficient mechanism to achieve goals similar to its peers.

j) Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.

Some funds are planned for this new program within the 2008-09 annual budget (\$50,000 in operating plus \$60,000 in tuition waivers.) This is the limit of funds the University can allocate given competing demands. It is imperative that the University build this program quickly to maintain the selectivity of its student body and to serve the underrepresented students coming through the pipeline.

k) Budget impacts in future biennia.

An amount of \$272,802 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 \$272,802 for 2009-2011.

l) A distinction between one-time and ongoing functions and costs.

An amount of \$214,120 in FY 2008-09 is one-time for personnel (\$5,120), equipment (\$9,000) and reconfiguration/conversion of existing university space including furnishings, equipment and offices for the Leadership Development Specialist, Program Coordinator, Secretary and Graduate Assistant (\$200,000). A permanent budget level of \$272,802 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) Effects of non-funding.

The University is committed to recruitment and retention of talented and at-risk students. This program provides not only funding to "top up" students' financial aid as needed, but provides a focused mechanism for supporting these students throughout their time at WWU. Without this program, many of these students may not attend or complete college. Western's reputation and status as a premier undergraduate institution, serving the many segments of the state's population, would be at risk.

n) Expenditure and revenue calculations and assumptions.

The overall leadership program has been initiated with funding from parent donations, grants (\$10,000 initially from Costco), and one-time internal University funds from the Associated Students and University Residences.

The Advantage portion of the program has attracted immediate interest and the inaugural class of students demonstrates the talent for significant impact. Western has already reallocated permanent funds toward operations and has committed \$60,000 in 2008-09 tuition waivers. However, the interest in the program is strong and immediate.

State funding will ensure students such as Brittnee Amador will be able to participate in 2008-09 and beyond. This program fits the state goal of increasing baccalaureate degrees especially for first generation and low income students.

Western desires to be in the forefront of serving the state with this innovative approach. The WWU Foundation has ranked this project as one of its top priorities, and is anticipating success in securing matching support, specifically to build an endowment for the student financial support (tuition waiver) portion of this program. State funding is critical for additional student commitment for 08-09 and to demonstrate to interested donors that the state is a partner with Western in serving emerging leaders who need financial and programmatic support to achieve their leadership potential.

DECISION PACKAGE TITLE: INTACT (Investing in Transfer Access and Transition)

Agency Recommendation Summary Text:

INTACT (Investing in Transfer Access and Transition) proposes investing resources to remove obstacles at WWU that Washington Community College transfer and other transfer students 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	
RESOURCES						
Fund 001, General Fund - State	\$	-	\$	318,028	\$	318,028
Total Resources	\$	-	\$	318,028	\$	318,028

USES (EXPENDITURES)

Exempt	\$	-	\$	137,500	\$	137,500
Classified	\$	-	\$	30,000	\$	30,000
Hourly	\$	-	\$	-	\$	-
Salaries and Wages	\$	-	\$	167,500	\$	167,500
Employee Benefits	\$	-	\$	46,900	\$	46,900
Goods and Services	\$	-	\$	91,628	\$	91,628
Equipment	\$	-	\$	12,000	\$	12,000
Total Expenditures	\$	-	\$	318,028	\$	318,028

STAFFING FTE

Exempt	0.00	3.00
Classified	0.00	1.00
Total FTE	0.00	4.00

Description:

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

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”.

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

Our data tells us that years to degree for transfer students are 3.1 for those who stay with their first declared major, 3.4 for those who change their major. Transfer students who change their major are more likely to graduate with more than 125% of the credits that they need for their degrees.

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. 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 the need to develop a variety of formats and delivery methods in order to insure that these students graduate on time.

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). Additionally, in recognition of the needs of transfer students; Western reorganized internally to integrate services of Academic Advising and Tutorial Services with Career Services to provide additional advising services for transfer students. The recent allocation from the Governor's Office toward retention of first generation, low income students will also support transfer student retention.

Western Washington University has identified some additional areas that would continue to facilitate successful transfer students transition 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:

- I. Establish a Western Transfer Center: Investment in this decision package will enable Western to establish a one stop service center 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 provision of academic advising to undeclared transfer students. 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 insure 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 to facilitate specific issues. Two additional positions are required to manage and operate the center and its programs.

- II. Additional Academic Advisors: Academic Advising for transfer students is shared by Admissions, Academic advising and the Academic Departments. To adequately serve Western student needs, we propose adding two additional advisors to work specifically with prospective and entering transfer students in the Western Transfer Center.

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 versus all other students to monitor those conditions that contribute to four year completion.
- c) ***Reason for change?***
In order to better serve the state, the public, and the 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 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.*

No impact on state programs or other units of government.

f) *Relationship, if any, to the state's capital budget.*

No relationship to the state's capital budget.

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 legislative that will be related to the package?*

No proposed legislation is required.

i) *Discuss alternatives explored by the university.*

There is not alternative to additional state support; however, recent initiatives complement this effort: 1) Western initiated a new transfer admissions policy in Fall 2005 allowing students transferring from a Washington Community College to transfer 105 credits rather than the 90 credits previously allowed; 2) beginning Winter 2006, new transfer students register for classes at the same time as continuing students; 3) beginning Summer 2006, all new transfer students received a transfer credit evaluation of all transfer credit rather than that applicable to the general education requirements; and 4) also in Summer 2006, Western commenced hosting an annual workshop for transfer counselors from community colleges. It is too early to evaluate the impact of these initiatives.

j) *Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.*

We have reorganized to integrate the services of Academic Advising and Tutorial Services with Career Services which allowed us to reallocate salary savings toward transfer advising needs. However, that does not meet the highly individualized nature of the transfer student needs identified. Additional state support is required for these proposals to be implemented

k) *Budget impacts in future biennia.*

An amount of \$318,028 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 \$318,028 for 2009-2011.

l) *A distinction between one-time and ongoing functions and costs.*

A permanent budget level of \$318,028 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) 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.

n) Expenditure and revenue calculations and assumptions.

4.0 FTE staff are proposed, as follows:

- 1.0 FTE – Classified Staff Program Assistant
- 1.0 FTE – Exempt Professional Manager
- 2.0 FTE – Exempt Professional Academic Advisor

DECISION PACKAGE TITLE: Student Teachers Enhancing Possibilities (STEP)

Agency Recommendation Summary Text:

WWU requests funding for *Student Teachers Enhancing Possibilities (STEP)*, an innovative program for recruiting traditionally underrepresented students to higher education. In partnership with P-12 schools, Western student teachers (education students completing their culminating internship) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western's future teachers will "open eyes and doors" to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 115,198	\$ 348,618	\$ 463,816
Total Resources	<u>\$ 115,198</u>	<u>\$ 348,618</u>	<u>\$ 463,816</u>

USES (EXPENDITURES)

Faculty - TT	\$ 20,000	\$ 60,000	\$ 80,000
Faculty - Adjuncts	\$ 15,000	\$ 45,000	\$ 60,000
Graduate Teaching Assistants	\$ 3,373	\$ 10,120	\$ 13,493
Exempt	\$ 13,750	\$ 55,000	\$ 68,750
Classified	\$ 8,000	\$ 32,000	\$ 40,000
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ 60,123	\$ 202,120	\$ 262,243
Employee Benefits	\$ 16,834	\$ 56,594	\$ 73,428
Goods and Services	\$ 29,741	\$ 87,904	\$ 117,645
Equipment	\$ 8,500	\$ 2,000	\$ 10,500
Total Expenditures	<u>\$ 115,198</u>	<u>\$ 348,618</u>	<u>\$ 463,816</u>

STAFFING FTE

Faculty - TT	1.00	1.00
Faculty - Adjuncts	1.00	1.00
Graduate Teaching Assistants	1.00	1.00
Exempt	1.00	1.00
Classified	1.00	1.00
Total FTE	<u>5.00</u>	<u>5.00</u>

Description:

As asserted in the landmark *Washington Learns* call to action for a “world-class, learner-focused, seamless education,” the statistics for school attainment in the state reveal an alarming trend. The percentage of Washington citizens achieving a college education has declined over the past ten years and less than 19% of the ninth graders in the state complete college. As stated by Governor Christine Gregoire, “Education is the single most important investment we can make for our children, our state, and our future.”

Increasing participation in higher education, especially for minority, low-income, and students without a college-going tradition in their families, is the focus of the *Student Teachers Enhancing Possibilities (STEP)* initiative. The initiative will utilize over 500 student teachers each year within Western’s highly respected Woodring College of Education to mentor and encourage K-12 students towards thinking about college enrollment at an early level.

Through the *STEP* initiative, Western’s student teachers will complete specialized training in the identification and mentoring of students who have been traditionally underrepresented in higher education. As a result of this specialized training, over 500 future teachers each year will develop the knowledge and skills to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students.

Because Western’s student teachers complete their internships under the supervision of experienced teachers in schools across the state of Washington, teachers in those schools will also participate in the *STEP* training. Through a series of professional development workshops, teachers hosting Western student teachers in their classrooms will develop the knowledge and skills to encourage and support traditionally underrepresented students to aspire to attend college.

Grounded in research and best practice, the specialized *STEP* teacher training emphasizes the premise that all students should have the opportunity to attend college. Fundamental to *STEP* are the assertions that all students will achieve to the highest levels given rigor and support and that any obstacle can be overcome with targeted mentoring for learning and academic tutoring. The specialized *STEP* training prepares teachers to provide students with the following supports:

- Instruction in reading, writing, study skills, mathematics, science, and other subjects necessary for success in school
- Academic counseling
- Tutorial services
- Mentoring for learning
- Information on postsecondary education opportunities.

Developed by faculty at WWU, the *STEP* program has been used for the past three years by Western student teachers and experienced teachers at Shuksan Middle School in Bellingham School District. Through the Shuksan-based *STEP* program, over 60 middle school students received tutoring in reading, writing, study skills, and mathematics and participated in mentoring programs staffed by Western student teachers. Survey data gathered from the middle school students and their families indicate the success of the *STEP* program in supporting aspiring first-generation college students and in putting college in the “hearts and minds” of students who were formerly reluctant to pursue higher education.

Having launched the *STEP* program with middle school students, confirmed its viability, and proven the benefits to students and their families, it is now Western’s objective to build on this visible success. We are seeking funding to implement the program with all student teachers at WWU completing their student teaching through our teacher education programs in Bellingham, Everett (Everett Community College), Seattle (North Seattle Community College), and Bremerton (Olympic Community College). In addition to integrating the *STEP* training into the curriculum of our teacher education programs, Western will provide focused professional development for teachers in whose classrooms our student teachers are placed. Finally, while building a sustainable program on campus, Western faculty and student teachers with the collaboration and expertise of our P-12 school partners will serve as a model for other institutions in the state.

While the 500 student teachers placed in schools by Western each year represent an impressive renewable workforce, additional resources requested in this decision package will enable Western to expand the reach and impact of the *STEP* initiative. With these additional resources, we will insure that every teacher graduating from Western possesses the knowledge and skills to enhance educational possibilities for traditionally underrepresented middle and low achieving students. Moreover, we will build a replicable model for other teacher education institutions in Washington.

In the final quarter of 2007-2008, a program director experienced in working with P-12 student academic support and mentoring programs will be hired. The director will be assisted by one full-time staff person. We will conduct a search for a field placement coordinator to work with school districts to identify participating schools and teachers. A Teacher on Special Assignment (TOSA) will be hired to coordinate teacher professional development. The project director will work with Western faculty to integrate the principles and concepts of *STEP* into teacher education program curriculum.

By year two or 2008-09, it is expected that the *STEP* principles and concepts will be fully integrated into teacher education program courses to insure that all Western’s future teachers develop the knowledge and skills to implement *STEP*. During the fall quarter, practicing teachers will participate in professional development workshops in preparation for hosting Western student teachers in their classrooms. By winter of 2008, all Western student teachers will implement the *STEP* strategies with students in P-12 classrooms.

Funding for *STEP* will enable Western student teachers to provide instructional support and mentoring for P-12 students in nearly 500 classrooms across the state. This impact translates to putting college in the “hearts and minds” of close to 5,000 students who were formerly reluctant to pursue higher education.

Narrative Justification and Impact Statement:

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

Engagement, Diversity, and Community Service comprise three of the core values included in Western’s 2006 Mission and Strategic Plan “Engaged Excellence”. Consistent with our core value of engagement, all Western students are expected to be actively involved in their own learning. This value comes alive in our teacher education programs through intensive and extensive field experiences in P-12 schools. Through these experiences, our future teachers apply and practice the knowledge and skills of highly qualified educators.

In terms of the diversity core value, Western is committed to diversifying our student body through initiatives that encourage the enrollment of traditionally underrepresented populations. Through the *STEP* initiative, Western puts this commitment into practice by involving our students in supporting elementary, middle, and high school students to dream and plan for college.

Through their extensive field experiences in P-12 schools, Western’s teacher education students serve and enrich the broader community by supporting the learning and well-being of children and their families. The *STEP* initiative provides the means for Western students to directly serve the community through the mentoring and tutoring of K-12 students.

b) Performance Measure Detail.

Through the *STEP* initiative, Western student teachers will complete specialized training in the identification and mentoring of students who have been traditionally underrepresented in higher education. As a measurable outcome, over 500 future teachers each year will develop the knowledge and skills to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students. An additional 500 practicing teachers hosting Western student teachers in their classrooms will receive the *STEP* training and will develop the knowledge and skills to encourage and support traditionally underrepresented students to aspire to attend college. This impact translates to putting college in the “hearts and minds” of close to 5,000 students each year who were formerly reluctant to pursue higher education.

The *STEP* initiative is expected to have long-term, sustained impacts on the number of Washington students seeking higher levels of educational attainment. The initiative focuses on encouraging and supporting more students to pursue

higher education. The reach and scope of *STEP* will grow exponentially over time, and will have its greatest impact on the number of underrepresented students in the state who enroll at Western and who are encouraged and prepared to enroll at other four-year colleges and universities and community colleges in the state.

c) *Reason for change.*

Western faculty have developed and tested the *STEP* initiative for supporting and mentoring low and middle achieving students to aspire to attend college. Having confirmed the viability of *STEP*, and proven the benefits to students and their families, it is now Western's objective to build on this visible success. We are seeking funding to implement the program with all student teachers at WWU and to provide focused professional development for teachers in those classrooms where our student teachers are placed. Finally, while building a sustainable program in our teacher education programs, Western faculty and student teachers, with the collaboration and expertise of our P-12 school partners, will serve as a model for other institutions in the state.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*

The *STEP* initiative will raise educational attainment in the state of Washington by helping P-12 students explore their dreams and talents, learn about careers and higher education, and develop the strategies to succeed in college. Through the *STEP* initiative, stronger partnerships between public schools and higher education will be created to enhance the educational opportunities for all students. Moreover, the *STEP* initiative will develop a replicable model for the initial preparation and ongoing professional development of teachers to ensure that all Washington teachers possess the knowledge and skills to support and mentor students for success in college and beyond.

e) *Impact on other state programs or other units of government.*

The *STEP* initiative will positively impact the academic success of students enrolled in Washington's K-12 schools by creating a sustainable support system for encouraging participation in higher education, especially among minority and low-income students and students without a college-going tradition in their families. *STEP* will support other school-based intervention programs in the state through the provision of instruction in reading, writing, study skills, mathematics, science, and other subjects necessary for success in school; academic counseling, tutorial services; mentoring for learning; and information on postsecondary education opportunities.

The *STEP* initiative will positively impact other colleges and universities in the state by building on the research that has been done on effective models for increasing participation in higher education and by opening the higher education pipeline. *STEP* represents a critical investment in the future of the state by

supporting more K-12 students to achieve higher levels of educational attainment. And, as noted in the *Washington Learns* report, “investing in education pays big dividends – for individuals, for communities, and for the state as a whole.”

f) *Relationship, if any, to the state’s capital budget.*

The *STEP* initiative does not require capital funding for implementation.

g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.*

Implementation of the *STEP* initiative requires no changes to existing RCW’s, WAC’s, contracts, or state plans.

h) *Does the package require WWU to propose legislative that will be related to the package?*

The *STEP* decision package does not require changes to legislation.

i) *Discuss alternatives explored by the university.*

Western has sought to implement components of the *STEP* initiative via individual *ad hoc* partnerships with local schools. However, in order to use and sustain the *STEP* training program with all of our student teachers and the teachers across the state who host our student teachers in their classrooms, we must procure the resources to establish a stable infrastructure that enables full-scale implementation. Without these new funds, the implementation of *STEP* strategies will remain limited and we will lose the opportunity to dramatically impact the extent to which Washington teachers can successfully employ research-based strategies to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students.

j) *Fully describe why costs cannot be absorbed with the university’s existing 2007-2009 budget.*

Despite the fact that Western is one of the institutions preparing the largest number of teachers in the state, we have reached capacity in terms of available resources for delivering programs. The demand for access to our programs exceeds our capacity. As such, all available resources must be dedicated to providing access to as many Western students as possible. This dedication of all available resources to program delivery leaves no funding for initiatives that will expand our outreach efforts to P-12 students. As such, we are requesting funding that will enable us to use our extraordinarily robust renewable resource of student teachers to open the hearts and minds of Washington students to the possibilities of higher education.

k) Budget impacts in future biennia.

An amount of \$348,618 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 \$241,420 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$348,618 and FY 2007-08 recurring costs of \$107,198.

l) A distinction between one-time and ongoing functions and costs.

A permanent budget level of \$348,618 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) Effects of non-funding.

Without funding, Western will be unable to develop a comprehensive program, in partnership with K-12 schools, to provide mentoring and tutoring to encourage and support traditionally underrepresented students to aspire to attend college. Moreover, Washington will lose the opportunity to build a state-wide replicable model for increasing teacher knowledge and skills to support future generations of students to dream, plan, and prepare for higher education.

DECISION PACKAGE TITLE: Expand Early Childhood Education

Agency Recommendation Summary Text:

This request will expand the capacity of Western's Child Development Center (CDC) by approximately 25% (12-15 more children) to mitigate immediate campus needs and will provide funding stability to enable the University to keep parent fees affordable, serve more students, and provide quality staffing needed to maintain its accreditation. With the retirement of an aging faculty/staff, the hiring of younger professionals, the growth of student enrollment, and the shifting demographics toward at-risk and underrepresented populations, demand for campus child care is increasing. There are currently 68 children on the waiting list.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 156,400	\$ 298,474	\$ 454,874
Total Resources	\$ 156,400	\$ 298,474	\$ 454,874
USES (EXPENDITURES)			
Classified	\$ -	\$ 128,027	\$ 128,027
Hourly	\$ 5,000	\$ -	\$ 5,000
Salaries and Wages	\$ 5,000	\$ 128,027	\$ 133,027
Employee Benefits	\$ 1,400	\$ 35,847	\$ 37,247
Goods and Services	\$ 150,000	\$ 123,600	\$ 273,600
Equipment	\$ -	\$ 11,000	\$ 11,000
Total Expenditures	\$ 156,400	\$ 298,474	\$ 454,874

STAFFING FTE

Classified	0.00	5.32
Total FTE	0.00	5.32

Description:

The WWU Child Development Center (CDC) has been operating since 1971 as an early childhood education program, a cooperative that relies heavily upon parent volunteers, and as a lab for Western undergraduates within the Woodring College of Education teaching programs. Its current capacity is 56 and serves children aged 2-5. The CDC is at a critical juncture in ensuring accreditation status and in planning for the future; this request also includes one-time planning funds to refine demand projections, to review effectiveness of program policies and operations in meeting learning objectives and in serving as an academic resource for students in the Woodring Early Childhood Education

Program, as well as to assess facility and operational options for the long term. The planning study will include:

- Surveying faculty, staff and students to discern the extent of present and future demand for various age levels of child care,
- Reviewing financial aid data to determine affordability levels for student parents, incorporating the impact of the projected change in State demographics,
- Studying availability of comparable quality child care in the community,
- Assessing staffing levels and structures necessary to meet accreditation and strategic goals and learning objectives,
- Exploring further opportunities for partnership with the Early Childhood Education academic area
- Determining longer range vision for size of the program, ages served, space requirements and facility location options.

Only two spaces have been added (from 54 to 56) to the capacity of Western's CDC since 1996 when consultants Burud & Associates studied WWU child care and recommended the University secure additional funding sources and enlarge capacity. Financial Aid office information, surveys and CDC waiting lists confirm significant unmet demand with a growing pipeline of infant/toddler/pre-school age children. There are 68 children on the current waiting list.

Currently the CDC relies heavily on parent volunteers and student employees who do not meet newly increased guidelines the National Association for the Education of Young Children (NAEYC) accreditation board implemented for assistants in the classroom. With funding of this request, a professional assistant would be added in each classroom, bringing the professional teacher-to-child ratio would move from 1:14 to 1:7. NAEYC accreditation standards recommend a 1:5 ratio for 2-year olds, 1:6 for 3-year olds, and 1:8 for the 4-5 year old age category.

Typically, the CDC aims for a service ratio of 70% student parent to 30% faculty/staff ratio, offering additional faculty/staff openings only on a space available basis. For FY08, the ratio is 60% student parents/40% faculty staff and yet the demand from faculty/staff is still largely unmet. The 68 children are primarily children of faculty & staff. At least 40 of the 68 are too young to attend the CDC at this time, but parents often put their children on the waiting list at birth in order to try to secure a spot by the time they turn 2 – when they can't secure a spot at age 2, they are forced into competing for spots within the community – often at childcare centers that do not offer the quality educational programs and convenience of the on campus CDC. This demand has existed without resolution for a number of years, likely understating the true demand for educationally-focused campus child care. In addition there is a demand for infant/toddler programs which are not currently offered by WWU.

While the CDC currently benefits multiple Western constituents, with increased funding, Western would be in a position to respond to following imperatives:

- 1) the Governor's Early Childhood Education imperative stated within the *Washington Learns** document, requiring programs to incorporate creativity and innovation into early learning programs and to serve more children so that more enter kindergarten ready to succeed and to start off as lifelong learners;
- 2) Western's challenges in attracting talented & diverse candidates to this high cost area. An expanded CDC will serve as a recruitment and retention tool for faculty/staff;
- 3) the University's priority goal of providing cost-effective services and parenting learning opportunities for a changing demographic student body, who otherwise might not be able to attend college (low income, first generation, at-risk and underrepresented students with children); and
- 4) an opportunity to increase learning opportunities for future Early Childhood Educators attending Woodring College of Education so that these future educators will be better prepared to succeed in teaching our children..

Statement of Support from the Associated Students:

The Associated Students (A.S.) of Western Washington University has always taken a keen interest in childcare. In fact, it was with A.S. Bill F-21 that funding to start the first day care at Western was provided. Since 1971, our students have played a significant role in the growth and prosperity of this program, from conducting campus-wide studies of childcare needs to working with the administration to transform the program into the well-regarded National Association for the Education of Young Children (NAEYC) Accredited program it is today.

With increasing numbers of students attending WWU, Associated Students' funds have been inadequate to satisfy the growing need and cost of child care. Each year, the exceptional staff in the CDC must try to do more with fewer resources. To adequately attend to the growing demand, a greater commitment of support is critical. If Learning Outcomes are to be effectively reached and students and their children are to receive the child care they deserve, then the Child Development Center needs immediate attention and assistance.

Washington Learns*, p. 19, reinforces the economic benefit of investing in early childhood education: "Economist and educators have found that investments in high-quality early learning, especially for at-risk children, yield significant benefits. The Perry Preschool Study **found that eight dollars was saved for every dollar invested in early learning, as the costs of remedial education, special education, abuse and neglect, health care, school drop-out rates, teen pregnancy, crime and incarceration were all significantly reduced." *Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40*, 2005, L.J. Schweinhart et al.

Narrative Justification and Impact Statement:

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

Western's strategic plan underscores the need to increase financial aid to students, to serve targeted populations, and to recruit and retain high quality, diverse faculty and staff, (specifically calling for competitive salaries and broad-based benefits of which affordable child care is often a key.) The "Western Experience" description states that "through engaged excellence... Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity." This is highly relative to both the children served through the CDC as well as the Western undergraduates studying to be Early Childhood Educators. The CDC is a "lab" rich with opportunity for undergraduates and parents engaged in igniting a life-long passion for learning in the children they serve.

b) Performance Measure Detail.

Learning Outcomes are continually being developed, reviewed and expanded for children served in the Child Development Center, student and faculty/staff parents of those children, and students training to be Early Childhood Educators. Recent grant funding has supported these efforts, and the CDC is poised to track additional measures.

c) Reason for change?

To provide **quality early childhood education to more children of Western faculty, staff and students** (especially those at-risk), enabling them to enter kindergarten ready to succeed and starting off as "lifelong learners" as stated in the goals of the Governor's *Washington Learns*;

- To **support the success of student parents** (often single parent, at-risk, non-traditional and underrepresented) by providing affordable child care and supportive parenting skill development, and thereby allowing them to focus on their own academic achievements (engaging parents in their role as educators also as called for in the Governor's *Washington Learns* document);
- To help successfully **recruit and retain talented and diverse faculty and staff** to serve as educators in the higher education system; and
- To provide a program where **future Early Childhood Educators can develop effective teaching skills** – skills in nurturing the creativity and curiosity that are the keys to an effective citizenry and workforce (as stated in the Governor's *Washington Learns* imperative.)

d) Impact of change on students and the citizens of Washington, and services provided by WWU.

Funding would move the CDC's professional teacher-to-child ratio from 1:14 to 1:7 and 12-15 more children would be served (a 25% increase.) National

Association for the Education of Young Children (NAEYC) accreditation standards recommend a 1:5 ratio for 2-year olds, 1:6 for 3-year olds, and 1:8 for the 4-5 year old age category.

Funding will provide one Early Childhood Program Specialist (Level 3) for a fifth classroom, plus an assistant Early Childhood Program Specialist (Level 1) for each of the five classrooms (2 at 11.5 month appointments, and 3 at 9.5 months), enabling the program to shift from its heavy reliance on volunteers to professionally trained educators.

e) Impact on other state programs or other units of government.

No impact on other agencies, except for the positive effect of more children entering kindergarten ready to succeed, and WWU's educational programs benefiting.

f) Relationship, if any, to the state's capital budget.

A corresponding request for \$925,000 in capital funding has been submitted within Western Washington University's 2008 Supplemental Capital Budget Request. Capital funding will be used to add one classroom to the existing facility during the 2008-09 academic year.

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 legislative that will be related to the package?

No proposed legislation is required.

i) Discuss alternatives explored by the university.

The immediate need is to serve more children on behalf of existing student, faculty and staff, and the most efficient way to do this is to incrementally add capacity at the existing location in the short term.

Included in the operating request is planning money to refine demand projections and consider options for meeting the additional demand in the pipeline for the long term. Those plans could include further expansion in the same or different location, exploration of partnership arrangements with other institutions, organizations, private donors, and even stronger academic partnerships through enhanced instructional teaching labs.

j) *Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.*

The Child Development Center is currently support by a combination of state funds, Associated Students Services & Activities Fees, Parent Fees and Grants/Donations. Cost increases – in particular unfunded legislatively mandated salaries and benefits for staff – have strapped an already tight budget.

k) *Budget impacts in future biennia.*

An amount of \$288,474 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 \$288,474 for 2009-2011.

l) *A distinction between one-time and ongoing functions and costs.*

An amount of \$10,000 in FY 2008-09 is one-time for equipment. A permanent budget level of \$288,474 for FY 2008-09 to cover salaries and all operating costs will be ongoing.

m) *Effects of non-funding.*

Non-funding will prevent the expansion of Western's Child Development Center to accommodate additional children.

n) *Expenditure and revenue calculations and assumptions.*

5.32 FTE classified staff are requested as follows:

Early Childhood Program Specialist III	1.00 FTE, 2/3 of a year in 08-09
Early Childhood Program Specialist I	0.96 FTE, full year
Early Childhood Program Specialist I	0.96 FTE, full year
Early Childhood Program Specialist I	0.80 FTE, 2/3 of a year in 08-09
Early Childhood Program Specialist I	0.80 FTE, full year
Early Childhood Program Specialist I	0.80 FTE, full year

DECISION PACKAGE TITLE: Recruitment and Retention Funding for Faculty

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 state investment in a recruitment and retention funding pool for faculty.

Fiscal Detail:

	2007-08		2008-09		2007-09
RESOURCES					
Fund 001, General Fund - State	\$	-	\$	1,496,521	\$ 1,496,521
Total Resources	\$	-	\$	1,496,521	\$ 1,496,521
USES (EXPENDITURES)					
Faculty R&R	\$	-	\$	1,169,157	\$ 1,169,157
Employee Benefits	\$	-	\$	327,364	\$ 327,364
Total Expenditures	\$	-	\$	1,496,521	\$ 1,496,521

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 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, 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.

Western competes with universities across the nation for faculty, and we are falling behind. WWU faculty salaries lag those paid by our peer universities across the nation (on average 7.7% behind average faculty salaries in other states). With only a 2% average increase provided by the state for September 2008, WWU will fall even farther behind.

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 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
Average Home Price	\$ 164,500	\$ 176,200	\$ 202,200	\$ 237,400	\$ 277,000	\$ 306,916	\$ 319,193	\$ 328,768
Annual Percentage Change		7.1%	14.8%	17.4%	16.7%	10.8%	4.0%	3.0%
Avg Home Price Less 10% Down	\$ 148,050	\$ 158,580	\$ 181,980	\$ 213,660	\$ 249,300	\$ 276,224	\$ 287,273	\$ 295,892
Annual Housing Payment	\$10,939	\$11,717	\$13,446	\$15,786	\$18,420	\$20,409	\$21,225	\$21,862
Average Annual Gross Income	\$ 57,017	\$ 57,448	\$ 57,210	\$ 58,433	\$ 60,673	62,493	64,368	66,299
Percentage of Annual Housing Cost to Annual Gross Income	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. As salaries improve in the national higher education market, Western risks the continuing loss of experienced faculty. Recruitment and retention funds are used to protect our highest performing faculty 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.

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. 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; 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 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 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 directly impacts the quality of Western graduates and the Washington workforce.

f) Relationship, if any, to the state's capital budget.

No relationship to the state's capital budget

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 proposed legislations is required.

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 \$1,496,521 in FY 2008-09 is ongoing on an annual basis. If funded, there will be a carry-forward impact of \$1,496,521 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.

DECISION PACKAGE TITLE: Recruitment and Retention Funding for Exempt Professional 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 for exempt professional staff.

Fiscal Detail:

	2007-08		2008-09		2007-09	
RESOURCES						
Fund 001, General Fund - State	\$	-	\$	699,256	\$	699,256
Total Resources	\$	-	\$	699,256	\$	699,256
USES (EXPENDITURES)						
Exempt Professional R&R	\$	-	\$	546,294	\$	546,294
Employee Benefits	\$	-	\$	152,962	\$	152,962
Total Expenditures	\$	-	\$	699,256	\$	699,256

Description:

There is keen competition among universities, industry, government, and other non-profit institutions, to hire the best administrative professionals. The competitive landscape for recruiting and retaining high quality staff has become more challenging than ever.

Administrative professional salaries at WWU have fallen far below market levels. Recruiting and retaining these crucial employees has become problematic. These highly skilled and experienced employees have employment options both within WWU classified positions and outside the university that would pay them more for the same or less responsibility and duties. WWU now requests 3% for a salary pool to address pay inequities for administrative professional employees.

Western continues to struggle with staff recruitment and retention. An existing salary problem for administrative professional employees became more acute in 2007. Recognizing that salaries for higher education employees in Washington had fallen behind the marketplace, the 2007 Legislature addressed the issue for some employees -- but not for administrative professional employees. For bargaining unit and civil service employees the state funded special salary increases for an additional salary step, for agency request specific job classes, for class consolidation adjustments and for salary survey adjustments.

Administrative professional employees did not receive these special increases. WWU salaries for many administrative professional positions which were already low, now lag salaries paid for similar positions that are part of the civil service system and are often less than the salaries of civil service positions they supervise. It is an inequity we must address quickly.

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 staff; 2) enhancing the diversity of staff through recruitment, retention, and exchange opportunities; and 3) devoting special attention to responding to the high cost of housing for staff.

b) Performance Measure Detail.

The number of offers accepted by top candidates will improve considerably over the present rate.

c) Reason for change and why is this request urgent?

Western continues to struggle with staff recruitment and retention. An existing salary problem for administrative professional employees became more acute in 2007. Recognizing that salaries for higher education employees in Washington had fallen behind the marketplace, the 2007 Legislature addressed the issue for some employees -- but not for administrative professional employees. For bargaining unit and civil service employees the state funded special salary increases for an additional salary step, for agency request specific job classes, for class consolidation adjustments and for salary survey adjustments.

Administrative professional employees did not receive these special increases. WWU salaries for many administrative professional positions which were already low, now lag salaries paid for similar positions that are part of the civil service system and are often less than the salaries of civil service positions they supervise. It is an inequity we must address quickly.

d) Impact of change on students and the citizens of Washington, and services provided by WWU.

Quality staff 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 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 staff directly impacts the quality of Western graduates and the Washington workforce.

f) Relationship, if any, to the state's capital budget

No relationship to the state's capital budget.

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 proposed legislation is required.

i) Discuss alternatives explored by the university.

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.

j) Budget impacts in future biennia.

An amount of \$699,256 in FY 2008-09 is ongoing on an annual basis. If funded, there will be a carry-forward impact of \$699,256 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 staff.

DECISION PACKAGE TITLE: Department of Information Services

Agency Recommendation Summary Text:

This request provides a technical correction of \$6,000 GF-S per year (\$12,000 GF-S for the biennium) to provide for Department of Information Services rate increases during the 2007-2009 biennium.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 6,000	\$ 6,000	\$ 12,000
Total Resources	\$ 6,000	\$ 6,000	\$ 12,000
USES (EXPENDITURES)			
Goods and Services	\$ 6,000	\$ 6,000	\$ 12,000
Total Expenditures	\$ 6,000	\$ 6,000	\$ 12,000

Description:

The maintenance level 2007-2009 biennial budget did not provide sufficient funding for Western to cover anticipated expenses for services from the Department of Information Services.

Narrative Justification and Impact Statement:

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

This request brings the appropriation level into balance with anticipated charges from the Department of Information Services.

b) Performance Measure Detail.

c) Reason for change?

Sufficient funding was not included in the higher education budgets to fully fund the Department of Information Services revolving fund.

d) Impact of change on students and the citizens of Washington, and services provided by WWU.

Approving this request will provide funding to Western's revolving fund sufficient to cover services provided by DIS.

e) Impact on other state programs or other units of government.

No impact.

- 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 legislative that will be related to the package?***
No proposed legislation is required.
- i) *Discuss alternatives explored by the university.***
No alternatives were discussed.
- j) *Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.***
Each revolving fund should have sufficient funding to cover the cost of services provided.
- k) *Budget impacts in future biennia.***
Increased services and billing for information services provided by OFM's Department of Information Services is expected to continue in future biennia.
- l) *A distinction between one-time and ongoing functions and costs.***
All costs are ongoing.
- m) *Effects of non-funding.***
Non-funding will provide inadequate resources to Western's revolving fund for the Department of Information Services.
- n) *Expenditure and revenue calculations and assumptions.***
Monthly billing amounts from DIS are expected to average approximately \$5,250 per month. The revolving fund for Western was increased to accommodate an average billing of \$4,750 per month. The difference is \$500 per month or \$6,000 per year.

DECISION PACKAGE TITLE: OFM – Labor Relations Office

Agency Recommendation Summary Text:

By recent agreement with OFM's Labor Relations Office, an amount of \$60,000 GF-S per year (\$120,000 GF-S for the biennium) is requested for OFM provision of services related to classified staff collective bargaining.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 60,000	\$ 60,000	\$ 120,000
Total Resources	\$ 60,000	\$ 60,000	\$ 120,000
USES (EXPENDITURES)			
Goods and Services	\$ 60,000	\$ 60,000	\$ 120,000
Total Expenditures	\$ 60,000	\$ 60,000	\$ 120,000

Description:

Western Washington University is contracting with OFM's Labor Relations Office to conduct contract negotiations for collective bargaining agreements for classified staff.

Narrative Justification and Impact Statement:

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

This request will provide the funds necessary to reimburse OFM for services related to contract negotiations for classified staff collective bargaining agreements.

b) *Performance Measure Detail.*

OFM will perform the needed services.

c) *Reason for change?*

WWU would rely on the extensive labor relations expertise that resides with the Labor Relations Office in Olympia to negotiate the collective bargaining agreements. The Labor Relations Office can provide consistency in contract language with other state agencies.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*

No impact.

e) *Impact on other state programs or other units of government.*

No impact on other state programs.

- f) Relationship, if any, to the state's capital budget.**
No relationship to the state's capital budget.
- 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 legislative that will be related to the package?**
No proposed legislation is required.
- i) Discuss alternatives explored by the university.**
No alternatives were discussed.
- j) Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.**
2007-2009 budget allocations do not contain this new permanent and recurring cost.
- k) Budget impacts in future biennia.**
An amount of \$60,000 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 \$60,000 for 2009-2011.
- l) A distinction between one-time and ongoing functions and costs.**
All costs are ongoing since OFM Labor Relations will provide these services on an ongoing basis.
- m) Effects of non-funding.**
Without state funding, Western would be required to use temporary reserves to pay for labor relation services thus reducing funds designated to meet other priorities of the university.
- n) Expenditure and revenue calculations and assumptions.**
WWU will reimburse OFM for services based on a percentage, not to exceed two tenths of one percent, of the represented employee salary base, an amount that is estimated to be approximately \$58,000.

In accordance with provisions of the contract, WWU will reimburse OFM for travel expenses incurred during contract negotiations and for travel expenses incurred for consultative and contract administration provided outside the Olympia area after contract negotiations are completed limited to the current State travel reimbursement rates at an estimated amount of \$2,000 per year.

Attachment: Draft Copy of Interagency Agreement

**INTERAGENCY AGREEMENT
BETWEEN
THE WASHINGTON STATE
OFFICE OF FINANCIAL MANAGEMENT
AND
WESTERN WASHINGTON UNIVERSITY**

PARTIES TO THE AGREEMENT

This Interagency Agreement is made and entered into by and between the Office of Financial Management, hereinafter referred to as "OFM", and Western Washington University, hereinafter referred to as "WWU", pursuant to the authority granted by Chapter 39.34 RCW.

PURPOSE

The purpose of this Agreement is to set forth the terms of agreement whereby the OFM Labor Relations Office will conduct contract negotiations for collective bargaining agreements on behalf of WWU, as outlined in Chapter 41.80.010 RCW. WWU, by electing to have OFM conduct their contract negotiations, delegates the authority to the OFM Labor Relations Office to act as their sole and exclusive agent for the purpose of negotiating agreements or contracts to be entered into by and between the labor organization and WWU. WWU will designate the membership of the negotiating team that will work with the OFM Labor Relations Office.

STATEMENT OF WORK

OFM's Labor Relations Office shall provide the following types of services related to this Agreement.

- OFM will conduct pre-negotiation sessions with representatives of WWU in preparation for collective bargaining contract negotiations. WWU representatives will participate in pre-negotiation meetings to identify bargaining issues, develop concepts, and contract proposals. OFM will coordinate the meetings with the WWU designated point of contact.
- OFM will provide training on negotiations to the WWU negotiating team members prior to the beginning of contract negotiations.
- OFM will lead and conduct contract negotiations on behalf of WWU in close coordination with the WWU negotiating team and will continue negotiations until a bargaining agreement is reached between Western Washington University and the labor organization. The bargaining will be conducted in 2 teams; a higher education coalition for the Washington Federation of State Employees and a coalition of all higher education unions with fewer than 500 employees.
- OFM will provide "train the trainer" support to the human resource staff on the terms of the executed contract after the conclusion of the labor negotiations. OFM will provide support to WWU in updating the supervisor training.
- OFM will provide a point of contact to the WWU human resource staff to address matters related to contract language interpretation, intent and contract administration.
- OFM will respond to all demands to bargain and lead bargaining until an agreement is reached.

PERIOD OF PERFORMANCE

This Agreement shall become effective on September 1, 2007 and will expire on June 30, 2009, unless terminated sooner or extended as provided herein.

DATA EXCHANGE AND RETRIEVAL

WWU will be required to provide any and all information supporting or pertaining to the negotiation of labor agreements. The source for information will be payroll and human resource data for the university. A separate Data Sharing Agreement (DSA) will be executed between OFM and WWU to establish the terms for the data transmission and data security. A copy of the DSA will be provided to WWU. In the event OFM needs additional information, WWU will be expected to provide current and accurate data according to the requested timeframe. Any confidential information received by OFM from WWU shall remain confidential to the extent provided by law. All data received by OFM will be used solely for the purpose of evaluating and identifying the fiscal impact of negotiations and budget development.

COMPENSATION

WWU shall reimburse OFM for services based on a percentage of the represented employee salary base. The percentage will not exceed two tenths of one percent (.002 multiplied by the represented classified employee salary base). The base billing data will be taken from the data used to create the fiscal projections for the negotiations (OFM Compensation Impact Model, CIM). The current billing will use data from the 2007-09 CIM cycle. New data will be due to OFM no later than January 31, 2008 and billing will be adjusted to reflect the most current data.

WWU shall reimburse OFM for any travel expenses incurred during contract negotiations on behalf of WWU. Such expenses shall be limited to the current State travel reimbursement rates. OFM will invoice for expenses by providing a detailed breakdown of travel expenses.

WWU shall reimburse OFM for travel expenses incurred for consultative and contract administration provided outside the Olympia area after contract negotiations are completed. Such expenses shall be limited to the current State travel reimbursement rates. OFM will invoice for expenses by providing a detailed breakdown of those travel expenses.

INVOICING AND PAYMENT

WWU shall submit payment under this Agreement on a quarterly basis.

OFM shall submit invoices to the attention of:

XXX

Payment shall be made either by journal voucher to OFM or by warrant mailed to:

Aaron Butcher, OFM Fiscal Manager
Office of Financial Management
P.O. Box 43113
Olympia, WA 98504-3113

MANAGEMENT

The Program Manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this contract.

The Program Manager for OFM is Steve McLain, Director for Labor Relations, PO Box 43113, Olympia, WA 98504-3113, Phone: 360/725-5152; steve.mclain@ofm.wa.gov.

The Program Manager for WWU is: [Insert name, address, phone, e-mail]

Matters relating to data processing, data exchange or data security are the responsibility of the OFM Assistant Director of Information Services or his designee.

DISPUTES

In the event that a dispute arises under this Agreement, resolution shall be determined by a three-member Dispute Board. The membership of the Board will consist of a designated representative from WWU, a representative from OFM, and a third member mutually agreed upon by the two members. The Dispute Board shall review the facts, agreement terms and applicable statutes and rules and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto.

TERMINATION

Either party may terminate this Agreement upon thirty (30) days written notice to the other party's program manager. In the event of termination of this Agreement, the terminating party shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

AGREEMENT CHANGES, MODIFICATIONS AND AMENDMENTS

This Agreement may be changed, modified, or amended by written agreement executed by both parties.

EXECUTION

We, the undersigned, agree to the terms of the foregoing Agreement.

WESTERN WASHINGTON UNIVERSITY

Signature

Title

Date

OFFICE OF FINANCIAL MANAGEMENT

Susan E. Johnsen, Contract Services Manager

Date

Steve McLain, Director, Labor Relations Office

Date

DECISION PACKAGE TITLE: Attorney General Revolving Technical Correction

Agency Recommendation Summary Text:

Western, in collaboration with the Attorney General (AGO), is seeking a technical correction of \$20,000 GF-S per year (\$40,000 GF-S for the biennium) to its maintenance level funding to cover increased fees for legal services to be provided by the AGO in 2007-2009. An increase of \$316,000 for AGO legal services was provided WWU in its 07-09 enacted budget to cover additional legal service. This technical correction adds \$40,000 in AGO fee increases to the \$316,000, for a total of \$356,000 for 2007-2009.

The AGO will submit a technical correction to provide the AGO with billing authority from its Legal Services Revolving Fund to match the full amount of additional funding for WWU for the biennium, an amount of \$356,000.

Fiscal Detail:

	2007-08	2008-09	2007-09
RESOURCES			
Fund 001, General Fund - State	\$ 20,000	\$ 20,000	\$ 40,000
Total Resources	<u>\$ 20,000</u>	<u>\$ 20,000</u>	<u>\$ 40,000</u>
Total Expenditures	<u>\$ 20,000</u>	<u>\$ 20,000</u>	<u>\$ 40,000</u>

Description:

In the maintenance level enacted 2007-2009 biennial budget, Western requested and received funding of \$316,000 for additional Attorney General legal services. However, the funding enacted (\$316,000) did not cover the AGO's 2007-09 rate increase. A technical adjustment in the amount of \$40,000 for the biennium or \$20,000 per year is requested at this time to fund the rate increase for legal services provided by the Attorney General's Office for the 2007-2009 biennium.

Narrative Justification and Impact Statement:

a) How does this decision package contribute to Western's strategic plan?
This request brings the appropriation level into balance with anticipated charges from the Attorney General's Office for 2007-2009.

b) Performance Measure Detail.
None.

c) *Reason for change?*

During the 2007 session, due to an oversight, the AGO did not seek billing authority from the Legal Services Revolving Fund to match the additional funding requested in 2007 by WWU for increased legal services. Consequently, when the AGO's rates related to the revolving fund were increased, Western did not receive a corresponding increase in funding to cover the new rates imposed by the AG related to the \$316,000 in new funding.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU.*

Approving this request will provide adequate funding to Western's revolving fund, which covers expenses for legal services provided by the Attorney General's Office.

e) *Impact on other state programs or other units of government.*

None

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.*

None

j) *Budget impacts in future biennia.*

If funds are provided for 2007-2009, there will be no additional impact in 2009-2011.

k) *A distinction between one-time and ongoing functions and costs.*

The amount of \$20,000 per fiscal year for legal services is recurring.

l) *Effects of non-funding.*

Non-funding will leave WWU with inadequate resources to pay for legal services provided by the Attorney General's Office.

DECISION PACKAGE TITLE: Emergency Relocation – Scene Shop Classroom

Agency Recommendation Summary Text:

Lease funds are required to move the University’s Theatre Arts Scenic Laboratory and Instructional Classroom from the Bellingham Armory Building to a 12,134 square foot warehouse 1.6 miles from campus.

This scene shop serves fourteen (14) class sections with 822 students each year. The home for this laboratory has been the 1910 vintage Armory Building gifted to WWU by the Washington State National Guard 35 years ago. The 1910 Armory building has deteriorated in recent years. The current space provides required instructional spaces for beginning and advanced theatre students; and storage for all scenic elements, furniture, drops, flats, tools, hardware, machinery, paint, and props for the Theatre Arts Department.

Fiscal Detail:

	2007-08		2008-09		2007-09	
RESOURCES						
Fund 001, General Fund - State	\$	52,206	\$	211,848	\$	264,054
Total Resources	\$	52,206	\$	211,848	\$	264,054
USES (EXPENDITURES)						
Goods and Services	\$	52,206	\$	211,848	\$	264,054
Total Expenditures	\$	52,206	\$	211,848	\$	264,054

Description:

The failing condition of the Armory Building has generated serious health safety concerns for the students and staff utilizing the facility. WWU’s Environmental Health and Safety Office has prohibited access to an unsafe roof thereby precluding temporary “band aid” stop-gap repairs. Currently, water infiltration into the Armory has created a situation in which “atypical indoor fungal contamination is becoming airborne in both the Basement and 1st Floors.” Interior water damage is noted and has led to observable mold. Subsequent to occupants’ complaints of mold and air quality, in November 2006, WWU contracted with a consultant to assess Microbial (mold) and Lead contamination. Results of the study indicated mold concentrations 3 to 10 times the outdoor concentration. Further the report expressed “....measurable amounts of lead were detected on a variety surfaces at concentrations which should trigger risk management decisions....” Western’s Environmental Health and Safety office has opined that “mold is adversely affecting the health of Western’s Students (and staff)”.

Additionally, the Armory building’s compromised outdated utility systems and non-existent fire notification/suppression mechanisms expose occupants to risk.

These compelling safety concerns have required the University to research the availability of other venues to accommodate the Theatre Arts Scenic Laboratory. The Scenic Laboratory space requires (roughly) 12,000 square feet. The University has examined numerous alternatives. Available venues that can accommodate the space requirements of this program are very rare, and even more challenging to identify a suitable facility on or near campus. WWU has located a 12,134 square-foot warehouse at 415 Ohio Street Bellingham, WA. (1.6 miles / 5 minutes from campus) The attributes of the Ohio Street warehouse most closely meet the programmatic and instructional demands of the program. The building is located in light industrial zoning area with Higher Education as a permitted use.

Narrative Justification and Impact Statement:

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

The safety and health of Western's students must underlie all academic effort supporting mission and elements of our strategic plan. This funding is urgently required to provide a safe and healthful space for students, faculty and staff.

b) *Performance Measure Detail.*

More than one student has been unable to enter the Armory building without a reaction to the mold. The measure of this performance will be that Western Washington University's theatre students will be able to have a reasonable expectation of attending class without becoming ill.

c) *Reason for change?*

The purposed solution of renting space to educate students for Theatre Arts is firmly based in the need to provide a safe and healthful environment for teaching and learning. Due to the requirements of the program, both classroom and the expensive stage-craft area shop are necessary.

d) *Impact of change on students and the citizens of Washington, and services provided by WWU*

Students of Theatre, Music and Dance as well as all students taking theatre classes as an elective will benefit from a safer and more healthful environment from contamination with atypical mold due to water intrusion. Parental expectation is clear that protecting the health of their children is an essential responsibility.

e) *Impact on other state programs or other units of government.*

This will not impact other state programs or other units of government.

f) *Relationship, if any, to the state's capital budget*

This request does not require changes to the capital budget

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 legislative that will be related to the package?

No proposed legislation is required.

i) Discuss alternatives explored by the university.

Several alternatives have been explored by the University. The financial magnitude necessary to restore the Armory to meet programmatic and current building codes is not cost-effective.

Alternative sites on campus will take a minimum of four to six years to develop under current state regulations.

j) Fully describe why costs cannot be absorbed with the university's existing 2007-2009 budget.

Recurring permanent state operating budget funds are not available to maintain this off-campus rental.

k) Budget impacts in future biennia.

An amount of \$211,848 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 \$159,642 for 2009-2011, the difference between FY 2008-09 ongoing costs of \$211,848 and FY 2007-08 recurring costs of \$52,206.

l) A distinction between one-time and ongoing functions and costs.

A permanent budget level of \$211,848 for FY 2008-09 to cover rent on a continuing basis.

m) Effects of non-funding

The consequence of not funding this request exposes students, faculty and staff to non-acceptable health and safety risks. The challenging tension of locating appropriate venues that allow light industrial applications, at the same time permitting Higher Education uses are "few and far between". Although the Ohio Street complex is over a mile from campus it provides a short window of opportunity to relocate the Scenic Laboratory.