

September 6, 2002

The Honorable Gary Locke
Governor of the State of Washington
PO Box 40002
Olympia, WA 98504-0002

Dear Governor Locke:

I am pleased to submit Western Washington University's 2003-2005 Operating Budget Request. This document was crafted with careful attention to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country, a niche that we have engendered by creating a learning environment that permits close faculty-student interaction and access to top-class faculty. In preparing this request, we were guided by our Board's Strategic Action Guidelines calling for quality, diversity and community service; by the Higher Education Coordinating Board's 2000 Master Plan and by Western's steadfast commitment to support Washington's efforts to provide citizen access to a high quality education.

This operating budget proposal is aligned with Western's 2003-2013 Capital Plan and the University's 2003-2005 Capital Budget Request. Together, these companion requests represent a coordinated expression of Western's highest priorities, thoughtfully identified, advanced through the University's shared governance system and approved by Western's Board of Trustees.

Our 2003-2005 operating budget goals are listed below:

- Preserve and enhance academic program quality by providing competitive salaries to attract and retain faculty and staff, particularly in high-demand academic areas.
- Protect university services and resources by obtaining full funding support for carry-forward and maintenance costs.

- Sustain the quality of Western's current academic programs by rebuilding core funding support for basic instruction, technology, student support services and library services; by helping Western meet accountability requirements; by providing essential maintenance and repair of buildings; and by strengthening our emergency response services.
- Obtain state support for 120 FTE students annually and continue to carefully manage Western enrollment to bring *actual* enrollment levels closer to *budgeted* enrollment targets.

We are requesting \$126.8 million in General Fund-State for 2003-2005, an increase of \$10.5 million or nine percent over the 2001-2003 biennial appropriation. This request amount of \$126.8 million does not include 2003-2005 compensation adjustments for faculty and staff or funding for NSIS (the biennial budget request for NSIS is submitted separately). Of this amount, approximately \$2.6 million is required to carry forward and maintain Western's 2001-2003 programs and commitments through the next biennium (an unusually low amount for this component due to budget reductions in year two of the current biennium). The balance of our General Fund-State request is comprised of four decision packages that will enable Western to address the most critical issues facing the University: 1) narrative addressing salary, retention, and recruitment issues; 2) \$7.2 million in core support funds for sustainability and stewardship; 3) \$550,000 to develop local economic partnerships; and 4) \$2.4 million in funding for 120 student FTE per year in the 2003-2005 biennium.

The order of the decision packages makes it clear that the University's highest priority is to preserve and enhance quality by addressing compensation issues. Because we recognize that human resources constitute our most crucial tool in providing high quality academic programs, we urge you to support our number one budget priority to help place the University back on track with the strategic objectives of the Board's Six-Year Salary Plan. Faculty are at the heart of our enterprise, and we must continue to invest in faculty if we are to maintain our standing as one of the nation's most respected regional comprehensive institutions.

In addition to the urgent need to improve faculty and staff compensation and obtain full funding of our carry-forward and maintenance levels, among our remaining decision packages, please notice that Western's number one priority is that funds be provided for the decision package entitled "**Core Support for Stewardship and Sustainability**". The funding of this package is imperative to ensuring that Western continues to meet its stewardship responsibilities and be able to sustain and improve the quality of current programs. Full funding of this package would effectively serve to increase the state's funding commitment per student FTE for Western, currently and for many years significantly lower than other Washington public baccalaureates. These funds would be used to provide catch-up support for basic instruction,

technology, library resources, student services, and facilities maintenance; and to permit Western to adequately address accountability and compliance requirements. Immediate investment in each one of these areas -- all suffering from several years of constrained budgets -- is needed if Western is to continue on its present path of academic excellence.

If, on a recurring basis, actual enrollment levels continue to exceed budgeted enrollment targets; if inflation continues to outpace state appropriations; if funding for faculty and staff salary increases, including recruitment and retention, is reduced or not provided; or if funding for preservation of existing facilities does not materialize, Western's ability to produce graduates who are prepared to compete in a global economy could be sorely compromised.

Finally, we wish to mention something that's not included in the operating budget request. Your staff at the Office of Financial Management recently had an opportunity to view the outcome of the devastating fire we experienced this summer in Park's Hall on our campus, a building that houses more than 100 faculty and staff and serves approximately 1,600 students in the College of Business and Economics and other programs. We are now engaged in a race against the clock to repair and rebuild this facility by September 25, the first day of classes for the fall quarter. Since insurance coverage is minimal, I anticipate submitting to you both a supplemental operating and capital request for the 2001-2003 biennium to cover this emergency.

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

Sincerely,

Karen W. Morse
President

KWM/pr
Enclosures

WESTERN WASHINGTON UNIVERSITY ROLE AND MISSION STATEMENT

Objectives

Western Washington University's objective is to provide high quality undergraduate education with a core focus on the liberal arts; programs of a practical and applied nature directed to the educational and professional needs of state residents; and selected graduate programs through the Master's degree.

Mission Statement

As a public comprehensive university focusing primarily on serving undergraduate students throughout the region, the University is dedicated to the pursuit of truth, learning, and the dissemination and development of knowledge, and service to the community. Its programs contribute to the educational, economic and cultural needs of its community which centers on Washington state and extends to the world beyond. This mission is addressed principally through teaching which embraces the liberal arts and professional preparation.

The University nurtures the intellectual, ethical, social, physical and emotional development of each student. It aims to teach learning skills useful in a rapidly changing and highly technical world and to develop a consciousness of the challenges and responsibilities of living in a diverse and pluralistic society. It strives for graduates who are skilled communicators, able to critically analyze and use information, able to recognize and address the complex issues of the modern world, and who are willing to serve as responsible stewards of natural resources.

In its research, the University strives to develop new knowledge and to apply that knowledge, where appropriate, to the solution of problems. The goal of its cultural programs is to enrich the lives of all people touched by them. Through all of its programs, on and off-campus, the University seeks to improve the life of the community by teaching people to solve problems and meet the challenges of a complex world.

WESTERN WASHINGTON UNIVERSITY STRATEGIC ACTION GUIDELINES

PREFACE:

The Strategic Action Guidelines, approved by Western Washington University's Board of Trustees on December 6, 1991, were revised on February 7, 1992. Because a number of the action plans had been achieved or factual data needed to be changed, it was deemed appropriate that the Guidelines be reviewed and updated. The 1997 review retains the three major goals of the 1991-92 document: Quality, Diversity, and Community Service. These goals have served the University well and should continue to beneficially shape the Western Washington University education experience into the twenty-first century.

The goals of Quality, Diversity and Community Service have been woven into the assumptions and strategic actions so as to be pervasive throughout the Western educational experience. They constitute the fundamental definition of a Western education and are of equal importance.

The Task Force broadened the concept of a quality Western education to include the contributions made by all divisions of the University to the students' experience. In addition to the student's classroom experience, student support services, residence hall life, and the physical environment, both in the classroom and outdoors, were considered to be of importance to the student's education and were explicitly included in the assumptions, goals and strategic actions.

The roles played in a quality education by technological developments in electronic telecommunications, distance learning, and international programs have increased dramatically in the past five years. The revised Guidelines include a number of provisions recognizing these changes.

I. INSTITUTIONAL CONTEXT

On February 24, 1893, Gov. John H. McGraw signed legislation that created New Whatcom Normal School. Since the first class of 88 students entered in 1899, the school has grown into a comprehensive university of over 11,000 students, making it the third largest institution of higher education in the state. The Normal School became Western Washington College of Education in 1937, Western Washington State College in 1961, and achieved university status in 1977. In 1993, Western held its 100-Year Founders Celebration. The Centennial observance will take place in 1999-2000, marking the beginning of Western's second century.

In the early years, Western's growth and development pattern closely resembled that of other state normal schools. Then, in 1922, the institution's Board of Trustees invited Dwight B. Waldo, who had been president of Western State Normal School in Kalamazoo, Michigan for 18 years, to serve as interim president while leading a full-scale review of the school's prospects and direction.

Upon Dr. Waldo's departure the following year, Charles T. Fisher was selected to initiate a new phase of campus and curricular development. Before the end of the 1920's, the institution's faculty had begun developing a curriculum that drew national attention and was built upon an emphasis that would remain constant in Western's academic programs and planning. Although committed exclusively for many years to the preparation of teachers, Western adopted a curriculum that required a liberal arts core as well as pedagogical courses and practice teaching. That liberal arts core remains, while the institution's mission has expanded to that of a comprehensive university. As the university has developed and changed, there has also been a growing recognition of the important role scholarship plays in enhancing the educational mission of the institution.

Today, Western Washington University looks forward to the beginning of its second century with enthusiasm and confidence. It has earned a strong national reputation. Program reviews, accreditation studies, public surveys and nationally published guides to higher education identify it as among the best public comprehensive universities in the West. More than 90 percent of the university's students are Washington residents and over 80 percent come from the western side of the state. The university competes effectively for faculty and staff in the national and international market place. Nearly 90 percent of faculty hold full or terminal degrees, and faculty, staff and administrators participate in national and international forums in their areas of expertise. Western is distinguished academically by the high quality of its students and faculty and has distinctive, sometimes unique, programs of study. The core programs, the majority of which are located in the College of Arts and Sciences, remain strong. Teacher education continues as an important all-university program, coordinated by Woodring College. The College of Business and Economics and the College of Fine and Performing Arts offer accredited programs of high quality, while Fairhaven and Huxley Colleges have earned national reputations for their distinctive programs of study. Although the university is primarily committed to undergraduate study, the Graduate School maintains a number of selected high quality graduate programs at the Master's level that provide opportunities for research and professional development.

Western derives special advantages from its location and immediate physical environment. University students, faculty, staff, and administrators enjoy the quality of life in the mid-sized city of Bellingham, while having easy access to the large metropolitan centers of Vancouver, B.C., and Seattle. Proximity to mountains, sea, lakes and forest affords outstanding recreational opportunities and environmental amenities. The university is set against Sehome Hill Arboretum, which the school shares with the City of Bellingham. The campus's natural beauty, architectural excellence in a variety of styles, well-landscaped grounds and gardens, and the internationally acclaimed Outdoor Sculpture Collection are considered part of the educational experience. The character of the campus is all the more significant because of the ongoing residential nature of Western, which houses about a third of its students on campus with more housing planned as needed. A similar number of students resides within one mile of the campus.

In the twenty-first century, Western Washington University will continue to emphasize the central importance of the liberal arts and sciences and at the same time will retain a commitment to provide professional, applied, and technical programs of high quality. The principal question will continue to be how to continue to improve the quality of the learning experience for which the university is known. This document sets forth strategies for responding to that question. The Plan's basis is a strategic planning phase that began in 1990 with President Kenneth P. Mortimer's

appointment of a University Strategic Planning Committee, which included faculty, staff, administrators, and students and was chaired by then-acting Provost Roland L. De Lorme. The Strategic Planning Committee appointed subcommittees to examine several major areas to be embraced by planning efforts: the educational experience; the student experience; cultural and ethnic pluralism; the community; governance; environmental health, safety, and security; and information and communication services.

After extensive campus involvement and discussions with the Faculty Senate and other university governance committees, the planning process ended with submission of a final report to the President in April, 1991. The original Strategic Action Guidelines were approved by the Board of Trustees in December, 1991 and again with revisions in February, 1992.

The Strategic Action Guidelines are used to help write university budgets that reflect and support the plan's short and long-term objectives and by the University Planning Council to recommend funding allocations in a manner consistent with our goals. The Comprehensive Campus Master Plan also supports the long-term strategic action guidelines in defining priorities for building and campus development projects. Significant progress has been achieved under the strategic plan: rapid and orderly application of new technologies; the electronic transformation of Western's libraries; major improvements in admissions, registration, and financial systems; programmatic changes in virtually every area of the university; rapid increases in student diversity and academic quality; curricular improvements; and completion of several new facilities, including a three-building science complex that complements existing facilities. As we move into the next century, the university community must continue to participate in an on-going planning process that ensures informed, consistent decisions.

In 1997, a Role and Mission Task Force, convened by President Karen W. Morse and chaired by Provost De Lorme, was charged with review of the Strategic Action Guidelines in light of changing economic, social, demographic and political conditions as well as technological changes. After review and discussion by the campus community, these Strategic Action Guidelines were adopted by the Board of Trustees on December 5, 1997.

II. ASSUMPTIONS

1. Western Washington University is a public comprehensive, residential university. It is a community engaged in the active pursuit of truth -- a pursuit which includes teaching, learning, curriculum development, scholarly and creative endeavor, personal development, and service to the university and community. The university exists to promote learning and scholarship of the highest possible quality, and all parts of the institution are justified by the extent to which they support that mission.

2. The common core of the university-wide educational experience is the liberal arts and sciences, including at least these dimensions: analysis and communication; creative and aesthetic expressions; knowledge of civilization and cultural pluralism; scientific and mathematical understanding; and a sense of perspective on the nature and processes of human development. Professional and applied programs are built upon institutional strengths and are responsive to national, state and regional needs. At the same time, the university values its historical role in

preparing future teachers, in preserving unique curricular emphases, and its more recent efforts to integrate new technologies in teaching and learning.

3. The university seeks to provide the best undergraduate education in those areas consistent with our mission. Key factors in creating and maintaining a learning environment committed to the pursuit of quality education are:

- A commitment to institutional integrity;
- A clear and coherent institutional vision that guides resource allocation decisions;
- A diverse faculty of the highest quality, committed to excellence in teaching and learning, and actively engaged in scholarship, research and creative activity both to support teaching and for the advancement of knowledge;
- A diverse professional staff of the highest quality, actively supported in their contributions to the mission of the university, including training, support for creative endeavors, institutional research, and well maintained equipment and work places;
- Well-prepared and highly motivated students with diverse backgrounds;
- High quality support facilities, including well-equipped and well-maintained classrooms and laboratories, library resources, academic and administrative computing, and other learning resources, including access to and use of the technological knowledge base;
- A healthful and safe campus on which integrated student support services, well-maintained residence halls, recreational and athletic programs, and healthy relationships with the university's alumni, friends, businesses and surrounding communities contribute significantly to the learning environment;
- An aesthetically beautiful and well-maintained campus;
- A university governance structure that encourages the participation of all of the university. Well-prepared and highly motivated students with diverse backgrounds;
- A campus atmosphere that reflects a sense of community respect and civility in its human relations with a strong emphasis on ethics and ethical behavior.

4. The learning environment is enriched by including people from diverse backgrounds and by reducing barriers to their success on campus and in later life. The university conceives of diversity broadly as encompassing a wide variety of characteristics, such as age, ethnicity, gender, nationality, religious and ethical beliefs, sexual orientation, socio-economic background, and the differently abled. Diversity is viewed as an educational opportunity for the entire university community.

5. The quality of the over-all student experience is considered to be an integral component in the university's success. This view of education mandates incorporating all aspects of the student experience, including curricular and co-curricular dimensions, into a comprehensive program of learning and development.

6. The greater university community -- students, faculty, administrators, staff, alumni, retired employees, and friends of the institution -- contribute to the quality of the student experience. Maintaining and strengthening a sense of community within the university and among the university, its neighbors and the greater community is considered an integral part of providing a quality educational experience.

7. Most of the university's on-campus students will continue to be of traditional age and be primarily residents of western Washington. The university's comprehensive educational program, distinctive locale and opportunity for a residential experience will remain strong attractions for these students.

8. Forces of external change over the next decade will require Western to respond to an array of challenges and opportunities. Among them are:

- Increased pressure to expand access for students, both in on-campus and off-campus programs, due to predicted strong growth between now and 2015 in the traditional university-age (17-29) population, especially in western Washington;
- Increased competition for admission to Western;
- Continued and increased diversity among all university constituencies;
- Increased student financial need;
- Continued growth and faculty retirements which will provide opportunities to hire new faculty and shape academic programs;
- Significant governmental regulation and external oversight;
- Expanded efforts to increase public and legislative awareness of the university's needs, costs, benefits and service;
- Continued emphasis on private fund-raising to support the "margin of excellence" for university initiatives;
- Rising public needs for specialized preparation and technological sophistication.

9. Western will grow by 150 FTE students per year on-campus to a maximum of 12,500 FTE students and by 100 FTE students per year in off-campus programs. If funding is provided, the university's enrollment could reach 11,250 FTE students in 2005 and, 12,000 FTE students in 2010.

10. University operations reflect institutional integrity and engender a sense of public respect and confidence in its accountability and efficiency. Resources will continue to be allocated and reallocated to pursue strategic priorities.

III. GOALS

1. Quality: Western Washington University's principal goal is to maintain primacy in providing an excellent public undergraduate education to students of the region by making ongoing improvements in the quality of its educational programs and services. Western is, and seeks to remain, a university with national significance -- an institution that is looked to for educational leadership and one to which others turn for advice and counsel as to the quality of an undergraduate education.

The university will emphasize policies and programs that enhance recruitment, retention, and development of promising students, faculty, administrators and staff. It will demonstrate its commitment to excellence in instruction, complemented by scholarly and creative endeavor.

In all of its programs, Western will proceed on the basis of a clear sense of priorities. Facilities and resources will be distributed in a manner consistent with supporting the mission of providing a quality educational experience.

The university will strengthen its commitment to a liberal education and increase involvement of all units in that effort.

The university's policies and practices, developed through processes that seek to involve all elements of the campus community, will endeavor to create and sustain a campus atmosphere that is conducive to furthering academic rigor, encouraging the spirit of free and open inquiry so necessary to an intellectual community, and fostering human relations built upon mutual trust and respect.

In all programs, policies, and endeavors, the university will demonstrate a commitment to principled and responsible action. This commitment will guide the university in all of its roles: as an institution of learning; an employer; a public agency; a campus community; a member of the broader community and environment; and in the wise use of all resources.

Strategic Action Principles and Strategies for Achieving Quality

1. Continuing improvement in quality will be imperative for each of Western's ongoing activities. Programs are expected to achieve quality levels consistent with those of a first-class university. In professional areas, that usually will mean professional accreditation. In other areas, effective program reviews by peers will continue to serve as a significant measure of quality.

- Allocation of resources will be based on providing a quality educational experience;
- Where appropriate, the university will reduce its scope of offerings to improve its depth in areas of distinction.

2. Continuous improvement requires constant attention to outcomes, demonstrated by the characteristics, abilities, and skills of Western graduates.

- Emphasis will be placed on developing written and oral communication skills; critical thinking; and mathematical skills;
- Active modes of teaching and learning, with attention paid to information seeking skills, access to and use of the technological knowledge base, and critical evaluation of information, will be stressed;
- Ongoing efforts will be made to ensure that programs of study are coherent, reflect current methodologies, technologies and information, and are intellectually challenging;
- Continued assessment of student learning is required to gauge programmatic and student success effectively.

3. The university will strengthen interdisciplinary and graduate programs, particularly in fields where it possesses special strengths in terms of faculty, location and resources.

4. The university will continue to improve library holdings and access to library resources, including using advanced information technologies to improve information procurement.

5. The university will maintain and improve the technological infrastructure of the campus, including the library information system, academic and administrative computing, media, and other forms of technology to enhance the learning environment for students and faculty and to maintain technological currency.

6. The quality of co-curricular programs, integrated student support services, and recreational and athletic programs which embrace those aspects of a student's educational experience that lie outside the traditional classroom, will be ensured by focusing on key elements:

- Support the university's commitment to a quality first-year experience for freshman and transfer students;
- Support development of writing and communication skills;
- Strengthen counseling and academic advising;
- Support for evolving telecommunication systems;
- Focus greater attention and resources to opportunities for active student learning; and added attention to internships, credit and non-credit experiences in campus activities and employment, practicums, and volunteerism;
- Ensure that comprehensive student services and programs are congruent with Western's emphasis on the residential college experience.

7. The university will continue to improve enrollment planning and management policies and procedures that reflect its commitment to diversity; an appropriate upper/lower division mix; on- and off-campus student demand for courses and majors; and academic program goals. Enrollment management will include at least the following elements:

- Admissions goals and criteria for campus, off-campus and distance learning programs;
- An enrollment mix that reflects the state's racial and ethnic composition; balances freshman and transfer students; and includes a student population that is 40 percent lower division, 50 percent upper division, and 10 percent graduate level;
- Assurance of access to courses, especially gateway courses for academic majors;
- Appropriate controls on entry to selected programs, departments and/or colleges;
- Enrollment goals for off-campus and graduate programs;
- Graduation rates that reflect equitable and efficient use of university resources.

8. The university will promote professional development as a key ingredient in recruiting and retaining an active, vital faculty, staff, and administration, recognizing the centrality of the teaching and learning environment as a key factor in student and faculty success.

- Faculty, administrators and staff in all university units should participate in developing the skills necessary to provide the best learning environment;
- All institutional units will support with funding and other resources the efforts of faculty, staff and administrators in sustaining and improving the learning environment;
- Guidelines for professional assessment will continue to be clarified;
- Faculty professional development, including teaching enhancement opportunities, professional leaves, research grants, summer teaching grants, and travel monies, will continue to be strengthened;
- Professional development of staff and administrators, including skill training and travel to professional workshops and meetings, will continue to be strengthened.

9. The physical aspects of campus will be maintained and improved with special attention to the aesthetic beauty of campus. Western will strive to:

- Improve traffic flow on campus with particular attention to encouraging safe pedestrian and bicycle transport, through development of bicycle paths and parking areas, and use of public and other alternative means of transportation;
- Increase and improve recreational areas on campus to reflect enrollment increases and campus growth;
- Continue to improve campus and building accessibility for persons of disability;
- Maintain and enhance the physical and artistic beauty of Western's campus;
- Plan for long-range growth of facilities necessary to accommodate increased enrollments and more specialized and technical requirements of academic programs. The Campus Master Plan process will reflect future academic program requirements while addressing proper accommodation of support activities.

2. Diversity: Western Washington University will become more diverse in its populations of students, faculty and staff and in its educational experiences. This goal recognizes the changing composition of society as a whole and its impact on the world for which students are educated.

At Western, diversity is considered to be an integral component of a quality education. Western recognizes that its learning environment is enriched by including people from diverse backgrounds in its populations of students, faculty and staff, and in its educational experiences. The University is committed to a curriculum which includes the examination of issues of diversity. Today, an educated person will need to have examined attitudes about these and other aspects of diversity.

Strategic Principles and Action Strategies for Achieving Diversity

1. Western recognizes that an educated person must have an understanding of, and experience with, diversity and, thus, will strive to provide a diverse environment:

- The university will continue to recruit and retain a diverse student population;
- The recruitment and retention of a diverse faculty and staff will remain a priority;
- The university commits itself to recruiting and retaining culturally and ethnically diverse persons for positions of institutional leadership;
- The university will seek to provide a campus atmosphere that reflects respect for the richness of diversity;
- The university will continue to work with the community and region to provide more diversity related educational and cultural opportunities;
- The university will demonstrate enhanced awareness of and sensitivity to diversity, and will examine and revise its policies and procedures in light of these issues.

2. The university is committed to providing an educational experience that reflects the realities of diversity:

- The university curriculum will include programs and courses that examine issues related, for example to age, race, gender, ethnicity, nationality, religious and ethical beliefs, sexual orientation, socio-economic background, and the differently abled;

- Academic programs, study abroad opportunities, student/faculty exchanges, and internships in International Studies will be enhanced;
- The university will continue to emphasize diversity issues in co-curricular programs.

3. Community service: While working to create a strong campus community of students, faculty and staff, alumni, parents and friends, Western Washington University also strongly values the rich partnership it enjoys with the broader community and the public it serves. The university remains committed to preserving and augmenting that relationship by continuing to contribute significant educational, economic, cultural and technological resources and expertise to Washington citizens, as well as the nation and other areas of the world.

Sensitive to its civic and cultural responsibilities as well as to the mutual benefits of interaction and cooperation, Western will strive to maintain good relations with and contribute to the greater community of which it is a part.

Strategic Principles and Action Strategies Directed toward the Community Service Goal

1. The university will continue to address responsibly and responsively the educational needs of Washington residents through provision of both state-funded (e.g., service-learning) and self-sustaining programs, located on- and off-campus;
2. As part of its contributions to the educational, economic and cultural life of the greater community, scholarship and research activity at Western which enhances and benefits the community will be viewed as public service;
3. The university will seek mutually valuable inter-institutional partnerships with other regional agencies;
4. The university will continue to involve alumni, friends, neighbors and parents on an active, on-going basis in the intellectual and cultural life of the university;
5. Private support from friends and alumni will be increased to provide the university with a margin of excellence beyond that which is possible with state support. Fundraising efforts will reflect academic and institutional program priorities;
6. The university will continue to encourage community involvement by its faculty, staff and students off-campus and to provide access to its libraries, galleries, lecture and performance halls, athletic arenas, recreational facilities, and expertise.

Relationship of 2003-2005 Decision Package Items to the University Strategic Plan

Draft Decision Packages for 2003-2005

Recruit and retain quality faculty and staff through competitive compensation	Core support for stewardship and sustainability	Develop local economic partnerships	Obtain state support for 120 FTE students annually
---	---	-------------------------------------	--

WWU Strategic Plan Goals and Principles

Strategic Action Goal 1: Quality

1. Continue to improve quality.	X	X	X	X
2. Monitor graduate outcomes	X	X	X	X
3. Strengthen interdisciplinary and graduate programs	X	X	X	X
4. Improve library holdings and access to library resources	X	X		
5. Maintain and improve technological infrastructure	X	X		
6. Ensure quality of co-curricular programs	X	X	X	X
7. Improve enrollment planning and management	X	X		X
8. Promote employee professional development	X	X		
9. Maintain physical aspects of the campus	X	X		

Strategic Action Goal 2: Diversity

1. Strive to provide a diverse environment	X	X	X	X
2. Provide an educational experience reflecting diversity	X	X	X	X

Strategic Action Goal 3: Community Service

1. Respond to State program needs	X	X	X	X
2. Contribute scholarship and research to the community	X	X	X	X
3. Seek inter-institutional partnerships	X	X		X
4. Involve alumni, friends, neighbors and parents	X	X	X	X

Higher Education Accountability Plan

Western Washington University

October 10, 2001

Part I. Strategies Implemented in 1999-2001

Support for On-going Efforts

In our 1998, 1999, and 2000 reports, Western listed many specific initiatives that we planned to begin or had recently begun, in the attempt to improve students' experiences and thereby enhance our accountability performances. Western's highest priority in relation to accountability performance is continuing the accountability efforts we began between 1998 and 2001. Some of these efforts were quite demanding to implement; all require ongoing vigilance and effort, and all are long-term. Western's first and foremost strategy had been to maintain an enduring commitment of organizational resources to provide that ongoing support and oversight.

One strategy announced in 1999, requiring a third writing course as part of the General Education requirements, has been delayed pending Western's planned general education reform process, and pending plans to provide funding without undercutting other key academic offerings. All others have been implemented fully or are gradually being implemented. These include:

- Initiated first-year experience initiatives, including launching and gradually enlarging the Freshman Interest Group program, providing instructional development for large freshman lecture classes, increasing access for students by reserving some seats in appropriate courses during all quarters of the first year, and planning for increased use of undergraduate teaching assistants to provide small discussion sections in large lecture courses.
- Supported and enlarged the "departmental advising model" aimed at ensuring improved advising for sophomore through senior levels with special emphasis on transfer advising. These include departmental advising pages (e.g., <http://www.ac.wvu.edu/~socad/>), which won a national award from NACADA, the national association of university advisors.
- Enlarged university advising staff and strengthened advising/study skills programs for new freshmen identified through Admission Index scores and personal interviews as potentially at-risk (disproportionately minority students).
- Worked with departments that offer the Bachelor of Science degree, to develop advising, enrollment management and curricular options that may improve time-to-degree and Graduation Efficiency Index for B.S. students.
- Expanded and monitored the General Studies degree, designed for students who want to focus their studies across departments in humanities or social sciences and introduced to increase efficiencies for those students and other who have difficulty entering restricted major fields.

- Introduced a policy directing students to connect with a departmental advisor before earning 60 credits and receive personalized advice concerning major. This also applies to transfer students, and helps direct them into majors more rapidly.
- Increased course access for incoming transfers by reserving seats, providing enhanced information about course requirements and access, and encouraging earlier contact with departmental advisors.
- Collaborated with CTCs to enlarge and support the Associate of Science degree and explore ways to smooth transitions for transfers.
- Piloted efforts to integrate residential and academic experiences by offering some Freshman Interest Group courses in university residence settings.
- Continued to expand the number of computer-mediated classrooms, and increased the number of computer labs capable of supporting instruction.
- Created a Central Data Warehouse, enabling much faster analysis and identification of students at risk.
- Performed a “Close-in” analysis of retention and academic adjustment, to identify aspects of the Western experience that can be enhanced to improve retention.
- Supported and enlarged a university-wide advising web page that is proving very popular and useful to students and their advisers: the Classfinder, which rapidly locates available course sections by course, type of course, hour, etc. (see https://www.admin.wvu.edu/wwis_dcd/owa/wwsktime.SelClass). This service is reducing students’ frustration and improving course selection and access.
- Expanded the capacity of the Center for Instructional Innovation to support improved use of technology as part of instruction.
- Created and supported a web-based “showcase” portfolio featuring student learning outcomes and ways faculty are building them. See <http://pandora.cii.wvu.edu/showcase/>.
- Analyzed classroom utilization patterns, as part of an attempt to address problems students have gaining access to desired courses. We found a serious deficit of classroom space and instituted a new block schedule to increase course access by squeezing more courses into the same classrooms. Western also developed plans for future capital construction that emphasize addition of classrooms.
- Assessed and began planning for improved freshman orientation.

Laying the groundwork for Large Scale Developments

During the 1999-2001 biennium, Western also took the first steps in what will become significant and far-reaching curricular reform and advising enhancement. Both projects are aimed in particular at lower division students, with an emphasis on the first year experience and freshman retention.

General Education Curricular Assessment and Reform. During spring, 2000, Western began laying the foundation for extensive curricular reform by establishing a special

taskforce to examine what Western wants its graduates to have achieved. This report, named the Quality Undergraduate Education report, has been adopted and provides the foundation for a major reform of the General Education program. This effort will be especially important to our accountability efforts. Our analysis has shown weak academic engagement with the first-year curriculum to be an important stumbling block to retention and eventual graduation. More about this effort is included below, under Strategies for the 2001-2003 Biennium.

General University Advising Reform Western's assessment/accountability research has identified lower division advising as a significant weakness, which negatively impacts retention. A new Assistant Vice President for Academic Support Staff is leading a strategic planning effort which will review alternative advising delivery models and identify specific areas for improvement of our advising of students who have not declared a major. Ongoing enhancement of current advising programs to better serve our current students is also a priority. In addition, new elements of advising may arise in coordination with the revision of the General Education program.

Assessing and Revising Strategies. Western is also laying the groundwork for assessing the strategies we have instituted over the past four years. In the second year of this biennium, Western will assess the success of each of these strategies, in terms of both implementation and effectiveness. We will seek to determine which strategies should be retained and expanded, and which have proven ineffective. That assessment will be coordinated with recent research to more fully understand what influences students' retention/non-retention at Western.

Part II. Baselines, measures, targets and strategies.

1-5. (baseline, measures, goals and targets)

Western's measures, revised baselines and targets are displayed below, in a table built on the template provided by the HECB. Western does not propose to change any of its measures. Below, we offer explanations for our selection of targets.

- As we have reported previously, a twelve-year assessment of GEI, now extended to 15 years, shows almost no change despite significant relevant policy changes. Therefore, a target that implies any change for the freshmen is highly aggressive and unlikely to be met. However, special efforts to improve the transition from CTCs to Western, along with a change in the evaluation of transfer credits accepted by Western, hold hope for reducing the difference between GEI scores of freshmen and transfers. We therefore set extremely aggressive targets for transfer GEI and for GEI of transfers in the sciences, where Western has been focusing special attention.
- Western's freshman retention has fallen each year over the past five years. We have conducted extensive analyses to identify reasons. While the primary reasons are beyond our ability to affect directly—declining selectivity over that period, rapid enrollment growth that changes the nature and underpinnings of most aspects of the university, and course access problems stemming from a severe classroom space deficit—Western is actively engaged in addressing the freshman retention issue. The

most fundamental changes we can make to improve retention are in the first year curriculum and its impact on academic engagement. We therefore set relatively aggressive targets, even though the reform we foresee can not be implemented until the 2003-05 biennium.

- Overall retention is already close to the realistic maximum for Western, as our past analyses have shown. We hope to increase it, primarily by increasing the retention of first-year freshmen and transfers. However, we recognize that our retention rate is approaching a ceiling set by the number of students who take temporary leaves of absence (desirable), who enter pre-professional curricula with the intention of transferring into professional programs not offered at Western (desirable), and who leave Western because their grades are insufficient to continue pursuing the degree (some of this is desirable in that it maintains standards, while some is problematic in that it indicates weak academic attachment). Our analyses have demonstrated that the 90% goal set by the state is unrealistic and undesirable for Western. It is our Board's stated policy to aim for a long term goal of 85%.
- Western's five-year graduation rate of native freshmen has fallen for the past two years and will almost inevitably fall again for at least four or five more years. The reason is that freshman year retention has fallen in each of the past five years. With fewer students retained in the graduation pipeline, fewer will graduate. Although we are investing effort to increase retention and graduation, most of these efforts cannot affect five-year graduation rates for another five years, since this year's freshmen are not included in calculations for five years. We set a target at the same rate as our 1996-99 baseline performance, but we know Western will not reach that target. Indeed, in the 1999-2000 year, our graduation rate was down by nearly two percentage points from the baseline. It is almost certain to fall further. The target we set recognizes the awkwardness of setting a target lower than the baseline, but we want to state clearly here that it is statistically all but impossible for Western to meet the two 5-year graduation rate targets that we propose below.
- Our individualized credit per FTES measure remains important, but it is very expensive in terms of faculty time and will be difficult to improve with budget cuts looming and a particularly large freshman class in 2000-2001. More freshmen in the calculations means more students in the base who take few independent study courses because they are underclassmen. This large cohort will not begin taking such courses until 2002-03. The measure is therefore likely to dip in 2001-02 and rebound in 2002-03.
- Our goal to increase the SCH devoted to specialized writing courses has been partially achieved, but far from the level we envisioned. Western was well along to implementing an additional writing requirement, but has hit the obstacle of how to structure it so that it is affordable. The goal remains on the table, but it will become part of a much larger assessment and revision of the lower division curriculum. Therefore, we do not expect any increase in this measure during the 2001-03 biennium.
- The hours Western students are instructed in computer labs has already soared beyond our wildest imagination when we formulated the measure. We are now

probably at or close to the most desirable level, because over the last four years we have added computer mediation to about 30 new classrooms, allowing some of the instruction previously requiring a computer lab to take place in regular classrooms. This in turn means that much of the new instruction in computer labs can be accommodated during the hours vacated by others who were able to use mediated classrooms instead of labs. Our target, while an increase over present levels, is therefore more an estimate than a policy directive at this point. We need to assess the ideal level of this measure and perhaps move beyond it to a new measure in the 2003-05 biennium.

- Our newest measure, the proportion of departments adopting our “departmental advising model,” was baselined at zero because no department had incorporated all the elements we defined as necessary to high quality advising. Our goal is extremely aggressive in that we believe all departmental advising should incorporate all these elements, and we are committed to making that happen. The target stops short of 100% because some elements are not appropriate for the very smallest departments and there is a lag in the implementation of any program that is demanding enough to make a difference.

Western Washington University		
<i>Common Measures</i>	1996-99 Baseline Performance	2001-03 Plan Target
Graduation Efficiency Index		
a. Freshman	86.64	87.0
b. Transfers	80.46	82.0
c. Transfers graduating with B.S. in science	71.3	74.0
Undergraduate retention (overall)	85.5	86.0
Undergraduate retention (frosh to soph.)	80.3	82.0
5-Year Freshman Graduation Rate	54.0	54.0
5-Year Frosh Grad. Rate Among Minorities	38.4	39.0
<i>Institution-Specific Measures</i>		
Faculty productivity		
a. Individualized Credit/FTE student	1.427	1.50
b. SCH/Undergrad FTE in Writing Courses	2.096	2.25
Hours Scheduled in Computer Labs	22.4	25.0
Departments Adopting Advising Model	0	75%

What the Measures Mean

Individualized Credit/FTE Student: Measures number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

SCH/Undergrad FTE in Writing Courses: Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based.

Hours Scheduled in Computer Labs: Measures the number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

6. Strategies for the 2001-2003 biennium.

While a number of modest initiatives may arise during the biennium, Western will focus on significant large scale changes that are partly stimulated by assessment and accountability findings, that are core to the way the university does business, and that will significantly impact our performance on accountability measures. The largest of these change efforts targets the General Education program and first-year experience. The second focuses on advising of lower division students who have not yet declared a major.

Nothing within Western's control has greater impact on students' first-year experience and retention than the General Education program. Assessment studies have confirmed that our students view the present program as less than fully engaging, that their first-year engagement, as objectively measured, is lower than we wish and that students' level of academic engagement powerfully influences retention, efficient movement to the degree, and graduation. Academic engagement is one of the foremost areas in Western's control that affects these accountability measures and basic student learning outcomes. Western has launched a thorough review of its General Education program, which we expect will result in significant reform. That reform will affect accountability measures by changing the very core of the student learning experience and student engagement.

To study and reform the entire lower division curriculum takes time. Last year, Western laid the groundwork by developing and publishing the Quality Undergraduate Education (QUE) report, which articulates our vision of the qualities we wish to impart to our graduates. (The report may be viewed at: <http://www.wvu.edu/depts/provost/que.shtml>.) This fall quarter, a select faculty taskforce and five working groups focusing on more specific areas will refine and more closely define the student learning outcomes we want from the General Education program. During winter and spring quarters, the taskforce will develop and evaluate major options for implementing a revised General Education program. The 2001-2003 year will be devoted to a faculty-wide assessment of the options developed by the taskforce and to planning for implementation.

While the outcome of this process is unknown, it is likely to change our current program significantly. Also, the Director of Institutional Research and Resource Planning—the position with responsibility for Western's accountability programming—is an *ex officio* member of both the QUE taskforce and this year's select taskforce to develop General Education program alternatives. This assures that assessment and accountability concerns will be a central driver of the changes that are recommended. One goal of these curricular revisions is to improve students' experience in ways that will translate into improved performance on accountability measures.

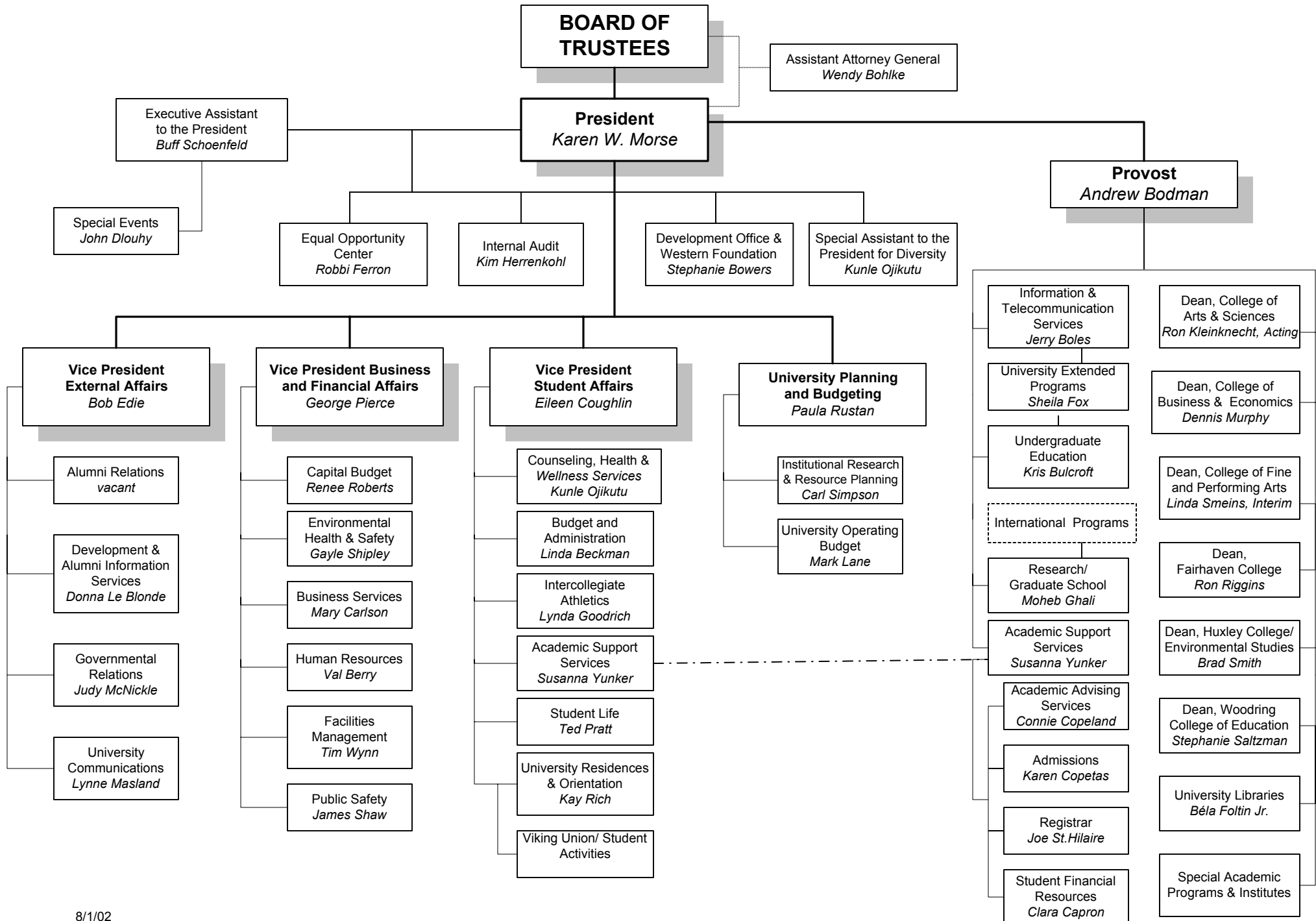
Advising constitutes a second area that assessment research has demonstrated to be weaker than desired and to have significant impact on retention and graduation. Western is now completing a cycle of significantly upgrading advising by major departments. Since students are required to declare the major by no later than mid-junior year, these changes have enhanced the advising received by upperclassmen and many sophomores. Freshmen and sophomores who have not yet declared the major are not, however, affected by these changes. Western is now moving into a planning phase to overhaul lower division advising. The changes proposed will be articulated with the effort to

reform the General Education program, to create an integrated and more effective first-year experience.

Western has a new Assistant Vice President of Academic Support Services, whose charge includes developing a strategic plan for lower division advising. That planning process has begun this fall and will continue throughout the year and perhaps into next year. That process will focus heavily on freshman retention and academic engagement, as well as the efficiencies involved in providing good advising into a wise major choice, made early enough to allow graduation with few credits beyond the minimum required. Given our assessment research demonstrating the centrality of advising for student engagement, academic performance, retention, time to degree and graduation, we expect this process to enhance Western's performance on nearly all accountability measures.

In addition to these two major reform efforts, Western expects to undertake smaller initiatives arising from ongoing efforts to facilitate efficient transfer to Western and to retain and graduate students of minority background. However, for the upcoming biennium, Western will focus on these two large scale reform efforts, especially General Education program revisions. These efforts will engage significant attention and scarce resources, meaning that fewer other initiatives will be undertaken. However, these two efforts are very likely to have lasting impact on both the quality of students' experiences at Western and the accountability measures that result from that quality.

WESTERN WASHINGTON UNIVERSITY



WESTERN WASHINGTON UNIVERSITY

2003-2005 Biennial Budget Request General Fund-State Only

supports academic, administrative and departmental operations

Current Biennium Appropriation	2001-02	2002-03
2001-2003 Western Washington University (NSIS not included*)	\$ 59,087,388	\$ 57,204,406
2001-2003 Budgeted FTE Student Enrollment	10,976	11,126
2003-2005 Biennial Budget Request	2003-04	2004-05
Carry-Forward 2002-03 Funding Level for 2003-04 & 2004-05 (NSIS not included*)	\$ 56,787,600	\$ 57,146,600
Maintenance Level Adjustments	\$ 1,279,000	\$ 1,461,000
Decision Packages		
1. Recruit and Retain Quality Faculty & Staff (Competitive Compensation)		<i>(narrative discussion)</i>
2. Core Support for Stewardship and Sustainability	\$ 3,550,657	\$ 3,684,657
3. Develop Local Economic Partnerships	\$ 274,720	\$ 275,720
4. Increased funding for FTE student enrollments at 120 FTE annually	\$ 771,451	\$ 1,566,279
Total Decision Packages	\$ 4,596,828	\$ 5,526,656
TOTAL REQUEST 2003-2005 GENERAL FUND-STATE (NSIS not included*)	\$ 62,663,428	\$ 64,134,256
GF-S Increase Over 2001-2003 Appropriation Level	\$ 3,576,040	\$ 6,929,850
Percent Increase Over 2001-2003 Appropriation Level	6.1%	12.1%
2003-2005 Proposed Budgeted FTE Student Enrollment <i>(an additional 120 budgeted FTE per year)</i>	11,246	11,366
<i>*a separate biennial budget request has been developed and submitted for NSIS.</i>		

DECISION PACKAGE TITLE: Recruit and retain quality faculty and staff through competitive compensation.

Agency Recommendation Summary Text

Improving the quality of University programs by recruiting and retaining highly qualified personnel remains Western's number one priority. Our commitment to the highest quality learning environment goes hand-in-glove with student access to top-class faculty. This must be accomplished with competitive salary levels, recruitment and retention salary adjustments, and maintenance of current employee participation rates for benefits. Quality faculty results in quality educational experiences for students. Academic programs remain innovative and responsive to the most recent knowledge and technologies within academic disciplines. Employing and retaining highly qualified faculty and staff will ensure that University programs and services continue to be provided in an effective and efficient manner critical to delivering high quality undergraduate education.

Fiscal Detail

Western will provide calculations on the cost of implementing compensation adjustments once all cost factors are identified and discussions with the Council of Presidents' regarding compensation proposals are complete.

Description

Western's compensation request elements for the 2003-05 biennium are listed below and described in more detail in the text that follows:

1. Annual salary increases for faculty and exempt personnel in support of achieving salary goals as set out in Western's Six-Year Faculty Salary Plan.
2. Recruitment and retention funds for faculty and exempt personnel of \$1.3 million for the biennium;
3. Classified staff legislatively-authorized annual salary adjustments through the Department of Personnel; and
4. Maintenance of all employees' current cost level for benefit programs.

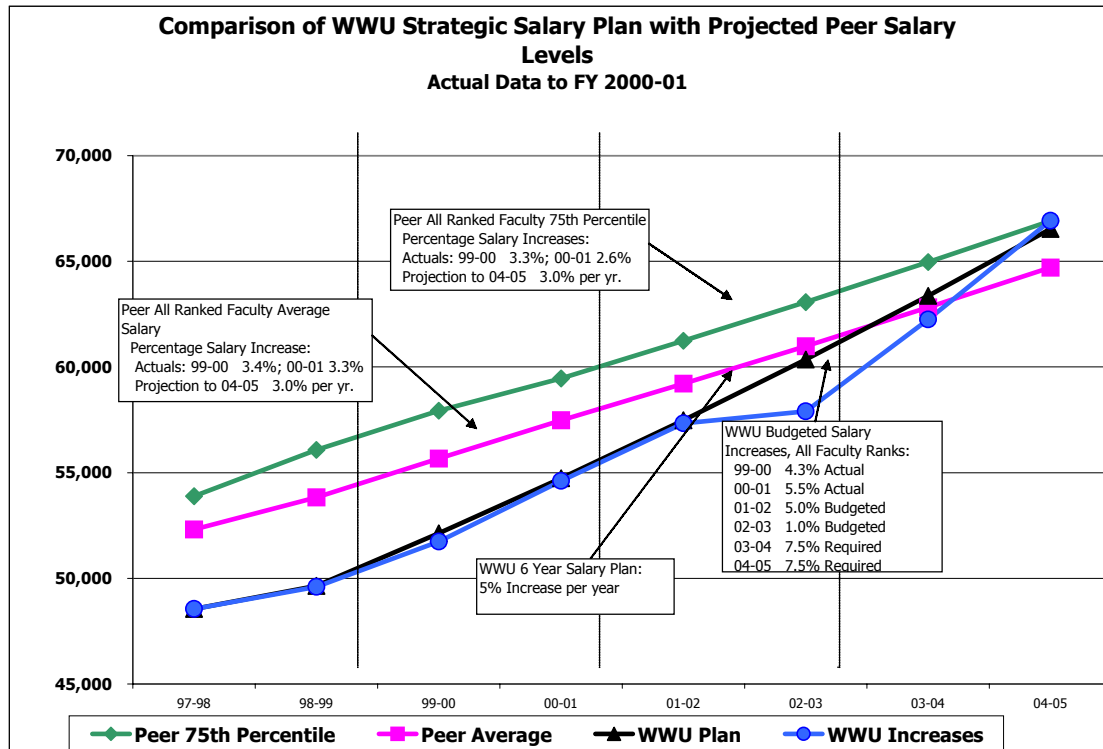
Improve Salary Competitiveness for Faculty and Exempt Employees

With the state's elimination of the state-funded salary increase for 2002-03 (a supplemental budget reduction enacted during the 2002 session), no increase was provided for Western's classified staff in 2002-03. While the 2002-03 budget reduction also resulted in a zero increase for faculty and exempt staff, Western has redirected local funds to provide for a 1% increase for faculty and exempt staff in the second year of the current biennium. This small increase for faculty in 2002-03 provides little financial relief to faculty and staff who are facing inflationary pressures from all directions, including, in many cases, increases in employee cost levels for medical benefits. Additionally, it has minimal impact on Western's progress toward meeting its six-year goal of attaining competitive peer status for faculty salaries. The impact of a 1% increase

in 2002-03 on Western's progress towards reaching the 75th percentile may be seen on **Chart A** below.

Chart A

**PRESIDENT'S SIX-YEAR SALARY PLAN FOR WESTERN FACULTY
APPROVED BY WESTERN'S BOARD OF TRUSTEES**



Note: at time of publication, 2001-02 actual data was not yet available.

Initiated in 1999-00, Western's six-year salary plan called for a 5% increase per year in order to reach the Board's goal of the 75th percentile of faculty peer salary levels by 2004-05, in accordance with the President's recommended plan. For the first three years of the plan, Western, in partnership with the state, fulfilled its commitment to faculty and staff by steadily progressing toward meeting this goal. The state provided General Fund-State for salary increases and for recruitment and retention, and Western augmented these dollars with the internal reallocation of local funds. With current year budget reductions resulting in the state's inability to contribute to salaries in 2002-03 and Western only able to provide a one percent increase from the reallocation of local funds, it is now estimated that a salary increase of 7.5% for each year of the 2003-2005 biennium would be required for Western to reach its original planning goal of the 75th percentile by 2004-05. It is estimated that \$11.8 million in General Fund-State would be required to implement a

7.5% per annum salary increase in the 2003-2005 biennium. As explained above, Western looks forward to partnering with the state to meet the continuing need to invest in faculty salaries.

Review of Faculty Salary Plan

Western plans to review its salary plan goals for faculty and staff over the next few months. As actual peer salary data for 2001-02 becomes available, and as Western consults with elected officials and the Council of Presidents over the next few months, the University may update its salary plan prior to the 2003 legislative session. Approval by Western's Board of Trustees is required for any deviation from the current Faculty Salary Plan.

Faculty Recruitment and Retention

Western requests that funding be provided to continue providing recruitment and retention salary increases for faculty and exempt personnel. It is also very important to retain the flexibility to use local funds to address specific salary requirements.

An important component of the faculty retention and recruitment is the provision of equipment for new faculty. New faculty expects, and can command from other potential employers, new equipment as part of their recruitment. Many institutions of higher education with whom we compete for the best faculty, include equipment in their employment offers to faculty who need modern technology to continue their scholarly activities.

Classified Staff Salaries

Western also requests that classified staff salaries be adjusted to catch up and keep pace with salaries for comparable positions external to state government. While classified staff were provided with longevity step-increases throughout the 2001-2003 biennium, classified staff did not receive any additional salary increases in 2002-03, due to budget reductions imposed during the 2002 legislative session.

Employee Benefits

Western recognizes that significant cost increases are required to maintain existing employee benefits, especially health insurance programs. The University encourages the state to preserve the same level of cost to the employee for these benefits. Salary increases that are reduced by higher benefit costs demoralize employees and further reduce our competitive ability to recruit and retain the top-notch personnel necessary for quality programs and services.

How the Decision Package Contributes to the University's Strategic Plan.

The University's Strategic Plan requires continuous improvement in quality. Competitive compensation levels are essential to attract and retain personnel who will guarantee Western's current level of quality. To address this element, Western has established a strategic objective of returning faculty salaries to the 75th percentile of peer institutions by the end of the 2003-2005 biennium

Measurement of Objectives and Performance Measures.

Measurement of this objective will continue to be the peer salary percentile as reported by the HECB.

The Reason for the Change.

It is critical to the quality of Western's programs to continue to invest in retaining and recruiting the best-qualified personnel. Requested salary increases are required to keep pace with salary levels at peer institutions. HECB data suggests that Western had at one time slipped from the 74th to the 43rd percentile for average faculty salaries among the 256 public comprehensive institutions in the HECB-identified peer group. However, as a result of Western's commitment in 99-00 to a salary plan strategy over a six-year time frame, Western is currently placed at the 52nd percentile of this set of peers. In 2001-02, faculty salaries at public comprehensive institutions increased at a rate of 3.8 percent; however, with the nation's recent economic downturn, it is anticipated that this rate will decline in 2002-03 (actual data is not yet available).

It is increasingly difficult to recruit and retain quality faculty and exempt personnel with salary increases that do not keep pace with peer institutions. To maintain Western's recognized excellence, the University has to meet demands in competitive recruitment. Thus, the University requests continuation of the recruitment and retention strategy supported with state appropriations in 1999-2001 and previous biennia, and carried forward in 2001-2003 by Western, on its own, and at a much reduced level. Western also recognizes that new faculty members possess expertise and recent advances in knowledge that require the University's investment in leading-edge equipment, computing hardware and software, and laboratories that are appropriately equipped to accommodate undergraduate instruction and scholarly activity consistent with faculty interests and University expectations.

The Impact on Students and Services.

Quality faculty is essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country, a niche engendered by creating a learning environment that permits close faculty-student interaction and student access to top-class faculty. To provide a quality competitive educational experience for students, academic programs must continue to be innovative and responsive to the most recent knowledge and technologies within academic disciplines. Employing and retaining highly qualified faculty and staff will assure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.

The Impact on Other State Programs or Other Units of Government.

None.

The relationship, if any, to the state's capital budget.

None.

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

None.

Alternatives Explored by the University.

Being unresponsive to the marketplace for competitive salary levels results in failure to recruit the best candidates for available positions and increased attrition of our best faculty and employees to other institutions or employment opportunities. In the decade of the 1990s, Western experienced the negative and long-lasting impact on recruitment, retention and employee morale of receiving no salary adjustments in three years of a four-year period. This resulted in Western losing talented employees and, in a number of cases, not having the resources to hire first choice candidates. Western recognizes the enormity of the budget difficulties facing the state of Washington and anticipates that in addition to General Fund-State support, an internal reallocation of core operating support funds could be required if Western is to achieve what is deemed measurable progress in faculty salaries for 2003-2005.

Budget Impacts in Future Biennia.

Compensation increases are permanently added to the base budget of the University. Salary increases implemented in the second year of the biennium must be funded for both years of the ensuing biennium. The funding of appropriate equipment is an ongoing budget requirement, adjusted in subsequent biennia for inflation.

A distinction Between One-Time and Ongoing Functions and Costs.

All components of this decision package item are ongoing costs.

Effects of Non-Funding.

There will be continuing decreases in the University's ability to recruit and retain highly qualified and talented faculty and staff. This will have a potentially dramatic impact on the quality of the University's programs.

As implemented in the 2002 legislative session, 2002-03 statewide budget reductions resulted in zero funding for faculty increases. Western managed a one percent increase from local funds, nevertheless, and was the first of only two state universities to provide such an increase. However, it is critical to note that Western's faculty, responsible to their careers and families, will be demoralized should reasonable salary increases fail to be reinstated for both years of the new biennium.

Minimal or no salary adjustments for an extended period would result in repeating an unfortunate pattern set in the 1990's when similar moratoriums on salary increases resulted in the loss of many talented Western employees. In addition, continuing budget constraints in the area of faculty compensation will create enormous difficulties for

Western in the future recruitment of talented replacement faculty or new faculty. Western will find it extremely difficult to attract top-talent to an institution that is not in a position to provide -- even at a minimum -- increases to keep pace with cost-of-living inflation.

Expenditure Calculations and Assumptions.

Detailed calculations will be provided as they become available.

DECISION PACKAGE TITLE: Core Support for Stewardship and Sustainability.

**Core Support for Stewardship and Sustainability
\$7.2 million in General Fund-State for the Biennium**

Agency Recommendation Summary Text

Western Washington University seeks to provide the best undergraduate education in academic areas consistent with our mission. Key factors in creating and maintaining a learning environment committed to the pursuit of quality education include: a diverse faculty of the highest quality, committed to excellence in teaching and learning, and actively engaged in scholarship, research and creative activity both to support teaching and for the advancement of knowledge; well prepared and highly motivated students with diverse backgrounds; and, high quality support facilities and functions including library resources, academic computing, and access to and use of the technological knowledge base.

Critical to Western's ability to maintain or even enhance its niche as one of the finest quality public comprehensive universities in the country is its commitment to a learning environment that permits close faculty-student interaction and student access to top-class faculty. In order to ensure that "the Western Experience" is sustained, basic operating requirements above Western's current funding levels must be addressed. The additional funding provided by this package would serve to enhance Western's per-student-funding and provide vital support to core operations.

This decision package addresses Western's historic funding shortfall reflected in dollars-per-student comparisons among public baccalaureates. Because the University receives significantly fewer dollars per student than the average of its Washington peers, Western has consistently been forced to reallocate resources to achieve strategic goals – an alternative that erodes quality.

Description

The objectives within this decision package are to: address components of educational quality at all instructional levels by improving basic instructional support through a variety of measures as detailed below; continue to meet the demand for technology; restructure library support in order to maintain the currency of library resource; meet accountability and compliance requirements; provide essential maintenance and repair of facilities; and provide coordination and additional training related to emergency response services.

Fiscal Detail

	2003-04	2004-05	2003-05
RESOURCES			
Fund 001, General Fund - State	\$3,550,657	\$3,684,657	\$7,235,314
Fund 149, Operating Fee Account	\$0	\$0	\$0
Total Resources	<u>\$3,550,657</u>	<u>\$3,684,657</u>	<u>\$7,235,314</u>
USES (EXPENDITURES)			
Faculty	\$1,314,350	\$1,314,350	\$2,628,700
Exempt	\$132,250	\$132,250	\$264,500
Classified	\$613,540	\$613,540	\$1,227,080
Hourly	\$0	\$0	\$0
Salaries and Wages	\$2,060,140	\$2,060,140	\$4,120,280
Employee Benefits	\$579,737	\$579,737	\$1,159,474
Goods and Services	\$592,280	\$592,280	\$1,184,560
Equipment	\$318,500	\$452,500	\$771,000
Total Expenditures	<u>\$3,550,657</u>	<u>\$3,684,657</u>	<u>\$7,235,314</u>

STAFFING FTE (B6)

Faculty	20.60	20.60
Exempt	3.30	3.30
Classified	19.40	19.40
Hourly	0.00	0.00
Total FTE	<u>43.30</u>	<u>43.30</u>

CORE SUPPORT FOR STEWARDSHIP AND SUSTAINABILITY

- **BASIC INSTRUCTIONAL SUPPORT - \$4,255,360**
- **MEET TECHNOLOGY DEMANDS - \$430,000**
- **MAINTAIN LIBRARY RESOURCES CURRENCY - \$240,000**
- **BASIC STUDENT SUPPORT SERVICES - \$504,154**
- **MEET ACCOUNTABILITY AND COMPLIANCE REQUIREMENTS - \$591,300**
- **PROVIDE ESSENTIAL MAINTENANCE AND REPAIR OF FACILITIES - \$1,084,000**
- **COORDINATE AND IMPROVE EMERGENCY RESPONSE SERVICES - \$130,500**

TOTAL DECISION PACKAGE: \$7,235,314

Basic Instructional Support (\$4,255,360)

- Enhance the number of tenure-track faculty positions in order to meet the University's published accountability measures addressing students' effective and timely completion of their degrees. Includes an investment in faculty who are fully engaged in teaching, research/creative/scholarly activity and service, as well as a commitment to hiring tenure-track faculty to reverse Western's slowly rising dependence on part-time and adjunct faculty.
- Enhance academic and instructional support to ensure the quality of the academic experience. Includes a funding request for sufficient staffing and instructional support for faculty positions; for maintenance of technological currency, and for support of academic areas impacted by extraordinary inflationary pressures such as library and technology resources. Also includes an investment in administrative positions supporting academic endeavors.
- Investment in a revised general education program. Recommendations for revising our general education programs (GURs) are currently under development and review. This review responds to the need to improve the quality of the first year experience at Western.

Address components of educational quality at all instructional levels: Western seeks to increase, broaden, and guarantee access to courses and programs that facilitate students' timely progress toward a degree and make the most efficient use of campus resources, without threatening quality. Western has consistently achieved national recognition for its academic quality. To maintain that reputation, Western must address its student/faculty ratio and departmental operating support, and secure funding for ongoing improvements to the University undergraduate core program, including writing, quantitative skills and information literacy.

Enhance the number of tenure-track faculty positions by twenty-six: To meet the instructional needs of more students while maintaining quality, Western proposes to appoint additional faculty in programs that have experienced significant enrollment increases over the past few years, and to provide operational support and equipment for them.

Western currently has a student-faculty ratio of nearly 21:1, which ranks as the lowest for the elite nationally-ranked group of public comprehensives. A commitment to hiring additional tenure-track faculty is essential if Western is to reverse its slowly rising dependence on part-time and adjunct faculty and reduce this ratio to 20:1. The proportion of non-tenure track faculty rose above 25% of Western's total faculty FTE in fall 2001 for the first time. While this proportion appears to be well below national averages, it nonetheless has represented an unwelcome trend for Western.

For a variety of reasons, it is clearly desirable to have flexibility in the distribution of faculty, especially as a response to enrollment fluctuations and budgetary pressure.

However, the role played by part-time and adjunct faculty is fundamentally different from that played by full-time faculty. Improving the quality of the student experience and the quality of the learning environment at Western clearly requires additional investment in full-time faculty lines, especially in areas with heavy responsibilities in general education. It is envisaged that the majority of these new resources would go to help reduce faculty-student ratios and allocate more full-time resources to disciplines heavily involved in the provision of general education.

Enhance academic and instructional support to ensure the quality of the academic experience: Increased office and technical support for departments and colleges is essential to meet increased demands of higher enrollment. Operating funding has not kept pace with faculty allocations. These funds are needed to purchase supplies and pay recruiting costs, faculty travel, and other operating expenses, such as telephone charges. The addition of new faculty will require additional investment to support these new positions in the form of staff and operational budgets. The expected additional resources would include five new classified staff positions, one additional exempt position, and increases in operation resources for each FTE faculty position.

Additional support for these new positions must also be considered in the area of technology and in library support. The University currently invests almost ten percent of its budget in technology. The very short replacement cycle and the increasing specialization of positions makes it necessary to continue to provide resources in this area to ensure we maintain Western's hard-won status as one of the 'most wired' campuses in the country. Consistent past under-investing in library acquisitions must be turned-around. The library collection of books, journals, electronic resources and specialized collections is a key institutional resource that must be supported if Western is to fully support its faculty and students.

Investment in a Revised General Education Program (GURs): Western is currently in the process of revising its general education program (GURs). This review aims to improve the quality of the first year experience at Western and address issues reflected in alumni surveys and a number of committee reports. New funding is needed in 2003-2005 to successfully implement the new program. Once implemented, Western will be able to provide a more integrated experience for students and greater involvement of faculty in advising.

Meet Technology Demands (\$430,000)

Overview: Curricular and instructional innovation must also be supported by providing technology support for delivery of instruction and services; furnishing adequate support for equipment maintenance; enhancing development of innovative technology-based curricular strategies initiated through the Center for Instructional Innovation; and increasing faculty participation in the development of technical classroom applications. While Western has already invested substantially in technological infrastructure, the University has yet to fully develop means by which faculty development is provided to use these new technologies effectively. Additional support is required to help better prepare faculty to effectively use new technologies that lead to instructional enhancement, including Web-based teaching applications, use of the K-20 network, and

other technologically-facilitated teaching methods. Technological transformation of traditional courses demands sound pedagogical planning and careful application of available technologies. To assist faculty in the creation of classroom applications that are technologically enhanced, faculty development must be strategically executed and adequately funded. While all of these areas are critical for the development and maintenance of technology currency in the classroom, for 2003-2005, Western's request in this area focuses on funding for equipment replacement.

Equipment Replacement Plan: Timely and regular equipment replacement is a continual high priority for Western's information technology and instructional communities. Western Washington University proposes to maintain the technological currency required in the classroom by establishing an ongoing technology/equipment replacement and maintenance program. The very short equipment replacement cycle and the increasing specialization of positions make it necessary to increase resources to ensure Western maintains its hard-won status as one of the hundred "most wired" campuses in the country.

This request is extremely modest when compared to Western's calculated need. In 1999, Western proposed in its biennial operating budget request a simple and conservative formula that would ensure funding to replace technology on an eight-year cycle. That formula was developed by examining actual equipment purchases for the previous seven years, increasing the replacement value of equipment by two percent each year for inflation, and determining the funding level needed to replace equipment. In addition, Western suggested the formula include a funding factor of ten percent of the purchase cost for equipment maintenance. That conservative formula generated a request of \$4.2 million for equipment and maintenance. For 2001-2003, a similar though greatly reduced request was made, again in support of the establishment of a state-level strategy to ensure technology currency in the classroom. The University believes that ensuring technological currency and expanding Web-based information systems are critical to preparing graduates who will be ready for current and future careers.

Maintain Library Resources Currency (\$240,000)

The lack of adequate state funding for basic or, in this specific case, extraordinary inflation, has led the University to under-invest in library acquisitions. The library collection of books, journals, electronic resources and specialized collections must be strengthened and maintained. The American Library Association describes information literate people as: "...those who ... know how to learn because they know how knowledge is organized, how to find information and how to use information so that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand." Western's library serves as the University's primary gateway to information resources and provides leadership in defining and implementing information literacy programs. The library acquires, describes and makes available information in a variety of formats, including print, video, audio, and electronic. With the computer, the library has expanded its role from repository to gateway. The library's expanded instructional role emphasizes information-seeking behavior within the context of an information need. Western's library is focused on teaching students strategies that require active engagement, foster

problem solving, and emphasize critical evaluation of information. The goal is to enable students to become independent researchers and thereby encourage lifelong learning.

Western requests basic library support funding to enable the library to meet the challenges of providing information in new formats and from new sources. The failure to recognize and fund inflation, especially inflation for library resources that historically has far exceeded general inflation rates, is eroding the library's ability to meet these challenges. Western, like all other institutions of higher education, has been experiencing an inflation rate for library resources of 6.4 percent for books and serials and 4.7 percent for electronic services based upon the Higher Education Price Index. In order to maintain current library resources acquisition levels, the University requires funding to offset specific inflation that is occurring with library resources.

Basic Student Support Services (\$504,154)

- Critical and immediate investment is needed to provide improved outreach to students seeking a higher education opportunity at Western. Increased use of technology will provide potential new students and community college transfers with immediate and easily accessible information geared to ensure successful academic transition. Academic outreach on all levels – from personal contact to web technology -- must be ensured for all students in order for Western to continue on its present path of academic excellence. In addition, Western has fewer scholarship opportunities to offer Washington's most talented students. Incoming students need critical information on financial aid and money management advice to remove financial barriers and increase persistence to graduation.
- Support transfer articulation arrangements with Community and Technical Colleges. Centralize the articulation process and make it more efficient and timely, including the development of automated equivalency-based transfer-evaluation systems.
- Meet advising needs of students who have not yet declared a major. Western research indicates that our programs of advising for undeclared majors are insufficient. National research demonstrates that investments in this area positively impact retention. Support is proposed to assist students in development of "plans of study" which will decrease time to degree.

In order to improve both the quality and efficiency of a Western education, the University has identified short- and long-term strategies to reduce barriers to selection and persistence at Western. The initial transition to college is pivotal to all students' success. Nationwide, withdrawal rates are highest during and at the end of the first year. Western's freshman class is traditionally among the youngest in Washington; most of our first year students come straight from high school, which makes their transition particularly critical. For many of these students, academic integration is a serious barrier. Therefore, Western is focusing on ways to enhance students' successful transition during the first year, whether it occurs as freshmen or transfer students.

New student enrollment is critical to the well being of the University. Western attracts a talented and diverse applicant pool in the admission process. These students contribute significantly to Western's learning environment, assist the University in improving retention, and help Western's overall recruitment efforts. Recruitment of all students requires creative and personalized contact. In large part, the strength of Western's reputation as the undergraduate institution of choice in this state is based on the quality and diverse interest of our freshmen who choose to attend. As recruitment becomes more sophisticated, the Office of Admissions must be able to meet the information needs of a diverse and academically talented population of new students, especially students of color. Continual improvements in the development of communication technology and related materials must occur if Western is to keep pace with similar institutions.

Western has grown so quickly over the past decade that some of the "small college" residential atmosphere of the campus may have been diminished. In the current biennium, Western continues to review General University Requirements (GURs) and explore ways to increase opportunities for small group interaction. One of Western's most successful programs has been the introduction of Freshman Interest Groups designed to give first year students access to smaller and more personal instructional settings. This program focuses on lower division courses, which traditionally have large enrollments. It began as a pilot effort in the fall of 1999 focusing on eight large lecture courses and this effort helped create a foundation for gradual expansion of the program over the past two biennia. Increasing the number of teaching assistants available for breakout discussion groups as part of large lecture classes significantly improves students' connection to support services, including academic advising and tutoring, especially in the area of mathematics.

For a variety of reasons, lack of advising has emerged as a key barrier to student success at Western. In particular, Western's scarce resources have limited student support services and advising for lower division students before they enter a major. Professional advising and career planning are essential to student retention and academic success. Currently, students have little access to critical services that provide advice on major selection. Western is taking a series of steps to improve this situation.

First, the University has examined successful advising programs on campus and at other institutions. The need for basic advising services is necessary for students' integration into the academic culture of the university. Our studies also indicate greater success, including higher graduation rates, among students at universities with a strong emphasis on orientation and advising services.

Western continues to seek expanded support for intensive orientation and programs that address the needs of academically at-risk students. A pilot First Alert Program in 1998-99 was successful in centralizing support and referral services for at-risk student populations. Cross-training and coordination with other departments such as Academic Advising, Career Services, Counseling, the Tutorial Center, and the Ethnic Student Center have increased the number of students seeking advice. However, a growing demand exceeds our ability to provide services for all students who are at-risk.

Investments in this area have high returns in students' success and improvements in retention.

Western is interested in establishing a pilot program that brings potential at-risk students to campus during Summer Session. This program provides these students with an opportunity to receive an orientation to a college experience prior to the beginning of their first academic year at the University and is intended to ameliorate the transition problems that many of these students face in their first year at the University.

Meet Select Accountability and Compliance Requirements (\$591,300)

Additional professional and/or support staff are needed to oversee the administration of the rapidly increasing number of university contracts; address the extensive and ongoing services needed for employees with disability requirements; provide assistance to the campus community with copyright policy and federal copyright laws; and request permission from copyright owners for the use of material in class manuals and handouts. Sufficient funds are also needed to cover expenses related to the implementation of classified staff collective bargaining in the 2003-2005 biennium.

Contract Administration Support: In the past three years, the number of contracts requiring detailed review by the contracts manager has more than doubled. Three years ago, 350 contracts were handled by Western administrators; today that number has grown to 863. Additional support is required to assist the contracts manager.

Disability Resource Specialist: In 1995, two employees applied for specialized resources due to disabilities. That number has grown to an estimated 135 cases in 2002. With the workforce aging, these case numbers will continue to grow. Each case takes a minimum of 60 hours of staff time and requires extensive and ongoing follow-up services. A trained exempt professional is required to assume these responsibilities.

Copyright Services: A position is needed to assist the campus with copyright information and permission requests, another growing administrative area of Western's operations. This position will provide assistance with Western copyright policy and federal copyright laws; request permission from copyright owners for the use of materials in class manuals and class handouts, etc; track royalty fees and payments; and initiate and set-up student class manuals as well as updated information for faculty and staff.

Classified Staff Collective Bargaining: In 2003-2005, classified staff may collectively bargain in the state of Washington. A funding request is included here to cover new costs that may be incurred by the University.

Provide Essential Maintenance and Repair of Facilities (\$1,084,000)

Establish an innovative program to provide for a "building repair team" to perform comprehensive assessments and then repair and preserve core academic buildings. The integrated team will consist of five personnel, with cross-trade skills, who would be dedicated to repairing one building per year. The work would include electrical, HVAC, asbestos abatement, roofing, flooring, plumbing, painting, signage and security systems. These funds would be combined with capital minor works funding related to the same

purpose. A monumental maintenance backlog exists due to lack of funding; an innovative approach is required to begin addressing facilities maintenance and preservation requirements one building at a time. The first building recommended for repair is Western's Miller Hall.

Background on Facilities Maintenance: Western's strategic objective is to begin a multi-year program of eliminating all facilities deferred maintenance backlog and meeting future and ongoing maintenance and preservation requirements. This biennial request constitutes a modest beginning toward that objective and includes only the first program proposal in the list below:

1. Create teams of trade personnel to address Western's Backlog of Maintenance and Repair (BMAR) system's highest priorities.
2. Provide a minimum increase in the level of maintenance service and support of campus utility systems.
3. Begin a multi-year program of improving the cleanliness of University facilities.
4. Improve building exterior entrance cleaning.
5. Staff and fund the maintenance and management of drawing and vault records for all University facilities, utilities and grounds.
6. Establish the administrative and operational structure to coordinate the University's preventive maintenance program.
7. Add a window-washing program to custodial service workloads.
8. Provide funding to meet FCC requirements on the television distribution system managed and maintained by the University.
9. Improve the level of grounds maintenance.
10. Establish a ten-year program for tube bundle cleaning in heat exchangers.

Coordinate Emergency Response Services (\$130,500)

A half-time Disaster Management Coordinator is required to coordinate and maintain Western's emergency and disaster response teams. Western needs to strengthen its comprehensive emergency management program by identifying response personnel and resources; coordinating building evacuation plans, and organizing drills and training. Search and rescue training (light urban search and rescue techniques) will be provided to University Police and to Facilities Management and Student Health staff to ensure an integrated and comprehensive emergency response.

How the Decision Package contributes to the University's Strategic Plan.

The University's Strategic Plan states that Western exists to promote learning and scholarship of the highest possible quality, and all parts of the institution are justified by the extent to which they support that mission. Also, the Strategic Plan states that faculty is to be committed to excellence in teaching and learning, and actively engaged in scholarship, research and creative activity both to support teaching and for the advancement of knowledge. This decision package request supports the following Western Washington University Strategic Plan goals and principles:

Goal 1: Quality: Increased academic and instructional support will ensure the quality of the academic experience. The quality of the undergraduate environment will be

improved by supporting improvements in student support services to assist in outreach, transfer student articulation and advising for undeclared students.

- Continue to improve quality
- Carefully monitor graduate outcomes
- Strengthen interdisciplinary and graduate programs
- Improve library holdings and access to library resources
- Maintain and improve technological infrastructure
- Ensure quality of co-curricular programs
- Improve enrollment planning, management and outreach
- Promote employee professional development
- Preserve and enhance the physical aspects of the campus

Goal 2: Diversity: Additional funding for student support services will assist Western in outreach and retention.

- Create and sustain a diverse environment
- Provide an educational experience that reflects diversity

Goal 3: Community Service:

- Respond to state program needs
- Contribute scholarship and research to the community
- Seek inter-institutional partnerships
- Involve alumni, friends, neighbors and parents

Measurement of Objectives and Performance Measures.

These proposals can be measured by time and credit to degree performance data, alumni survey response, and inter-institutional accountability measures related to progress to a degree and the University's student-faculty ratio.

The Reason for the Change.

Western Washington University's principal goal is to maintain primacy in providing an excellent public undergraduate education to students of the region by continually improving the quality of educational programs and services. Western is, and seeks to remain, a university distinguished for providing exemplary leadership as a high quality undergraduate institution. The steps proposed in the decision package constitute improvement of basic support.

Western Washington University is dedicated to maintaining an outstanding learning environment by providing high quality support facilities, including well-equipped and well-maintained classrooms, laboratories and libraries; meeting the students' needs for a healthy and safe campus on which integrated student support services are provided; and providing effective and efficient administrative support and services. The University's operations reflect institutional integrity and engender a sense of public respect and confidence in its accountability and efficiency. Western will continue to allocate and reallocate resources carefully to pursue strategic priorities; however, Western needs increased help from the state to sustain its core operational services.

The Impact on Students and Services.

Western will emphasize policies and programs that enhance recruitment, retention, and development of promising students, faculty, administrators and staff. Through this decision package, the University will strive to sustain a campus atmosphere that is conducive to furthering academic program quality.

The Impact on Other State Programs or Other Units of Government.

None.

The relationship, if any, to the state's capital budget.

Western's capital plan for 2003-2013 supports the development of quality academic programs. Without adequate capital resources, educational quality will suffer.

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

None.

Alternatives Explored by the University.

This decision package addresses Western's historic funding shortfall reflected in dollars-per-student comparisons among public baccalaureates. Because the University receives significantly fewer dollars per student than the average of its Washington peers, Western has consistently been forced to reallocate resources to achieve strategic goals – an alternative that erodes quality.

Budget Impacts in Future Biennia.

The decision package has second-year budget improvements that will need to be funded as maintenance level adjustments in the 2005-2007 biennium.

A distinction Between One-Time and Ongoing Functions and Costs.

All request items in this decision package are ongoing funding requirements.

Effects of Non-Funding.

Continued erosion of the quality of university programs and the inability of the University to assure the same program quality and educational experience to future students.

DECISION PACKAGE TITLE: Develop Local Economic Partnerships.

**Develop Local Economic Partnerships
\$550,440 for the Biennium**

Agency Recommendation Summary Text

This decision package provides support in three areas related to local economic development:

- 1) an investment in business development partnerships, including Western's nationally recognized Small Business Development Center (SBDC) located in downtown Bellingham;
- 2) increased investment in local and regional economic issues through establishment of a liaison in Western's Office of External Affairs and through the Center for Economic and Business Research (CEBR) in Western's College of Business and Economics; and
- 3) a funding increase for the University's Development Office to be dedicated solely to planning and implementing university and community partnerships.

Fiscal Detail

	2003-04	2004-05	2003-05
RESOURCES			
Fund 001, General Fund - State	\$274,720	\$275,720	\$550,440
Fund 149, Operating Fee Account	\$0	\$0	\$0
Total Resources	<u>\$274,720</u>	<u>\$275,720</u>	<u>\$550,440</u>
USES (EXPENDITURES)			
Faculty	\$0	\$0	\$0
Exempt	\$130,000	\$130,000	\$260,000
Classified	\$34,785	\$34,785	\$69,570
Hourly	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Salaries and Wages	\$164,785	\$164,785	\$329,570
Employee Benefits	\$42,935	\$42,935	\$85,870
Goods and Services	\$55,000	\$55,000	\$110,000
Equipment	\$12,000	\$13,000	\$25,000
Total Expenditures	<u>\$274,720</u>	<u>\$275,720</u>	<u>\$550,440</u>

STAFFING FTE (B6)

Faculty	0.00	0.00
Exempt	2.00	2.00
Classified	1.00	1.00
Hourly	<u>0.00</u>	<u>0.00</u>
Total FTE	3.00	3.00

Description

Historically, Western has always been involved in community development. Western's President has served on the Bellingham/Whatcom Economic Development Board since its inception. The city of Bellingham and Whatcom County, in coordination with the smaller cities and rural communities in the area, have accelerated their economic development activity. In part, this has been in response to the temporary closure of the Alcoa Intalco aluminum plant and the permanent closure of the Georgia-Pacific pulp mill (the tissue plant remains open). There is also the need to respond to the growing population pressures in the area. The Port of Bellingham has taken the lead with county and local governments in creating a "Partnership for a Sustainable Economy" to develop an economic development plan for the region. Simultaneously, the City of Bellingham and Whatcom County have formed a 'public facility district' authorized under recent state legislation to create a new cultural district in downtown Bellingham, and Georgia-Pacific is in the process of hiring the Trillium Corporation to develop a master plan for the redevelopment of 200 acres of the former pulp and paper mill site. There will be extensive community and university involvement, including broad public discussion and public hearings.

Western's role in this economic development activity has been an active one. The university's Center for Economic and Business Research (CEBR) analyzes local economic trends; business development assistance is offered through Western's Small Business Development Center (SBDC); and leadership of the university is involved in important discussions regarding the organizational structure and the efforts of area economic development groups regarding the future of downtown Bellingham and the waterfront area.

The next steps are:

- Continue and enhance the highly sought services of CEBR and SBDC;
- Create a new position in the Office of External Affairs to assist and serve on numerous local planning bodies; and
- Begin internal planning to establish the need for and delivery of programs relevant to the local economy that might be offered in downtown Bellingham, beginning in the 2005-2007 biennium.

Western will not be asking to move any of its undergraduate enrollment off the Bellingham campus. Any new planning effort will focus on mid-career development through certificate and extension programs and possible expansion of graduate enrollment and graduate programs with additional opportunities for undergraduate research and internships. Western may seek legislative approval in 2005-2007 budget for lease money for downtown operating space.

University's Development Office

One aspect of our Western's development plan is to more closely connect the university with the community. Western will use this next year and the subsequent biennium to fully incorporate the Western Washington University Foundation Board into the academic community and to maximize Western's presence in Whatcom County and the state of Washington.

Goals for the upcoming biennium include:

- examine our corporate relationships from the overall university perspective in order to ensure that mutually beneficial relationships are growing;
- maximize our partnerships in the Bellingham business community through programs such as the annual Business Forum;
- explore and improve our partnerships in the Seattle area, particularly in the top 10 corporations, where Western alumni and parents are employed;
- fully engage alumni, friends, parents, and businesses in campus efforts to serve the state; and
- help our board members become expert advocates and ambassadors for Western's capability to serve our public through improved training, information, and materials.

How the Decision Package Contributes to the University's Strategic Plan.

The primary goals of Western's Strategic Plan are quality, diversity and community service. This decision package, with its varied components and unlimited possibilities, has the potential to touch on each one of these goals – however, it is community service that will be the primary focus of this package. Western's Strategic Plan calls for community service involving alumni, friends, neighbors and parents, all of whom may be found in our local and statewide business communities. Western is committed to responding to state program needs and to contributing scholarship, internships and research services to our local and extended communities. The partnerships that could develop as a result of this program will provide opportunities for Western and the community to work together to address economic issues and problems.

Measurement of Objectives and Performance Measures.

Outcome measures will track student participation in local and statewide business internships and in Western graduates entering graduate degree programs in business and economics. Output measures also will monitor the number and kinds of business contacts by Western's Development and External Affairs offices as well as participating academic departments. As new relationships are fostered through this program, objectives will also be measured in the area of university development, by concrete improvements in fund raising efforts that should result in additional resources available for students and faculty – resources the state may not be able to provide.

The Reason for the Change.

As described in the narrative for this decision package, the city of Bellingham and Whatcom County, in coordination with the smaller cities and rural communities in the

area, have accelerated their economic development activity. In part, this has been in response to the temporary closure of the Alcoa Intalco aluminum plant and the permanent closure of the Georgia-Pacific pulp mill (the tissue plant remains open). There is also the need to respond to the growing population pressures in the area. The Port of Bellingham has taken the lead with county and local governments in creating a “Partnership for a Sustainable Economy” to develop an economic development plan for the region. Simultaneously, the city of Bellingham and Whatcom County have formed a ‘public facility district’ authorized under recent state legislation to create a new cultural district in downtown Bellingham, and Georgia-Pacific is in the process of hiring the Trillium Corporation to develop a master plan for the redevelopment of 200 acres of the former pulp and paper mill site. There will be extensive community and University involvement in these activities, including broad public discussion and public hearings.

The Impact on Students and Services.

Approximately 1,500 students currently enrolled in Western’s College of Business and Economics will have increased opportunities to explore internship possibilities with local and statewide businesses, thereby serving businesses as well as providing students with “real-life” learning experiences. Faculty and students will collaborate with the community at large to propose solutions to city and county planning, budgeting and policy issues and other projects.

The Impact on Other State Programs or Other Units of Government.

Stronger relationships with the city of Bellingham and Whatcom County.

The relationship, if any, to the state’s capital budget.

None.

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

None.

Alternatives Explored by the University.

Western’s current role in local economic development activity has been to use the University’s Center for Economic and Business Research (CEBR) to analyze local economic trends, to offer business development assistance through Western’s Small Business Development Center (SBDC) and to involve the leadership of the university in important discussions regarding the organizational structure and efforts of area economic development groups, the future of downtown Bellingham and the waterfront area. These actions have been limited in depth and scope due to funding limitations to date. Unfortunately, additional funding is needed to expand these activities. No other funding source is available.

Budget Impacts in Future Biennia.

The funding of new positions represent a recurring expense. Salary increases provided in the second year of the biennium must be funded for both years of the ensuing biennium.

Funding used for professional service contracts will be ongoing, though the scope of each project or study may change from year to year. Establishing a stronger relationship with the city of Bellingham and Whatcom County in the arena of economic development is an initial investment in the future development of mutually beneficial economic enterprises. By increasing community and statewide contacts, the Foundation may improve future fundraising endeavors, especially with regard to capital and special projects, thereby providing funds to the University, its programs and people that may not be available from the state.

A distinction Between One-Time and Ongoing Functions and Costs.

All components of this decision package item are ongoing costs.

Effects of Non-Funding.

As described in this package, Bellingham and Whatcom County are facing rapid and significant economic development. This presents an extraordinary opportunity for Western to increase its involvement and to strengthen the economic viability of the area through its partnerships. The funding that is being sought to launch these programs is necessary if Western is to fully participate and participate in new ways.

DECISION PACKAGE TITLE: Manage enrollment to enhance educational quality and improve program access.

<p>Funding for FTE Student Enrollment \$2,337,730 in General Fund-State for the Biennium</p>

Agency Recommendation Summary Text

This decision package request for increased funding for budgeted enrollments is submitted with an important qualification: it is the University's wish that, prior to providing any funding increases for budgeted FTE student enrollments, the Governor and Legislature consider full funding for Western's decision package: "Core Support for Stewardship and Sustainability."

This decision package requests General Fund-State to increase the University's budgeted enrollment level by 120 FTE students each year of the 2003-05 biennium. Total budgeted enrollment would be 11,246 FTE for 2003-04 and 11,366 for 2004-05.

As the chart below entitled "Budgeted vs. Actual FTE Enrollment" demonstrates, actual enrollments have exceeded budgeted (or state funded) enrollments for many years, from a low of 63 FTE in 1996-97 to a recent high of 365 FTE in 2000-01. As a direct result of enrollment management strategies practiced over the last two years, Western has successfully managed its enrollment levels closer to budgeted enrollment targets. **While an estimated over-enrollment amount of 148 FTE for the current fiscal year is included in the chart below, due to the complexity and volatility of enrollment projections, this number may change dramatically by the end of the 2002-03 academic year.**

Fiscal Detail

	2003-04	2004-05	2003-05
RESOURCES			
Fund 001, General Fund - State	\$771,451	\$1,566,279	\$2,337,730
Fund 149, Operating Fee Account	\$374,836	\$761,030	\$1,135,866
Total Resources	\$1,146,287	\$2,327,309	\$3,473,596
USES (EXPENDITURES)			
Faculty	\$386,980	\$773,960	\$1,160,940
Exempt	\$126,100	\$252,200	\$378,300
Classified	\$144,800	\$289,600	\$434,400
Hourly	\$0	\$0	\$0
Salaries and Wages	\$657,880	\$1,315,760	\$1,973,640
Employee Benefits	\$172,818	\$349,750	\$522,568
Goods and Services	\$185,816	\$417,999	\$603,815
Equipment	\$129,773	\$243,800	\$373,573
Total Expenditures	\$1,146,287	\$2,327,309	\$3,473,596

STAFFING FTE (B6)

Faculty	4.60	9.20
Exempt	2.50	5.00
Classified	4.00	8.00
Hourly	0.00	0.00
Total FTE	11.10	22.20

Description

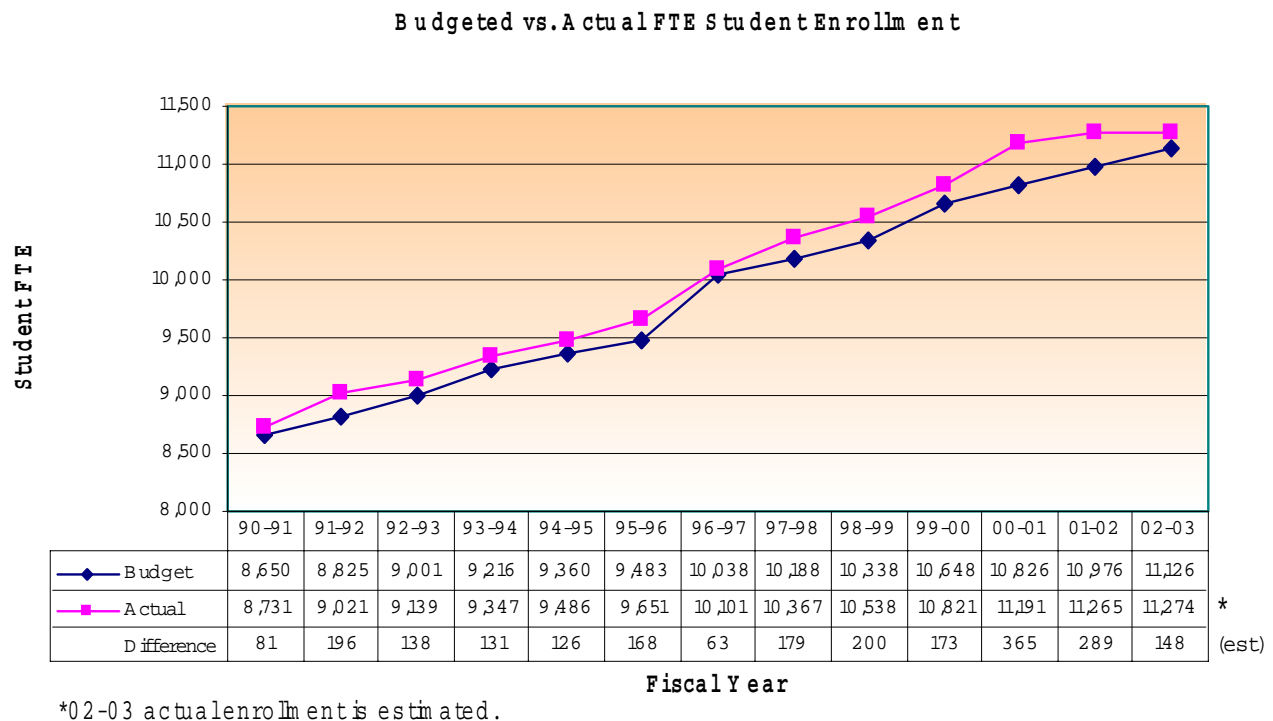
Western continues to experience a strong demand for enrollment. The number of applicants for admissions continues to exceed by far the number of students the University can accept due to space limitations and Western's low average per student funding level among the baccalaureate institutions. Large enrollment increases without corresponding and significant funding growth could ultimately have a detrimental impact on academic quality.

For the 2003-05 biennium, Western requests enrollment funding increases of 120 FTE students each year, or funding for a total of 360 budgeted FTE for the biennium. At a growth rate of 120 FTE students per year, the University will reach its estimated maximum enrollment capacity of 12,500 FTE students in the year 2014. This coincides with the Office of Financial Management's peak enrollment projections for the State's baccalaureate institutions.

Western's Strategic Plan calls for budgeted FTE student enrollment growth on campus of 150 FTE per year to a maximum of 12,500 FTE average annual students. However, this request seeks once again to slow this growth rate to 120 FTE students. This slow-down

was first proposed by the University in its 2001-2003 biennial budget request. Western finds it necessary to slow growth due to a variety of factors related to funding: 1) capital facility limitations (though this continues to improve, especially considering 2001-2003 capital appropriations to Western); 2) the difficulty in continuing to support over-enrollments when the University's base budget is effectively reduced on an incremental basis year after year; and 3) the University's historical low average funding per FTE. Western will continue to seek improvements in all of these areas through the state budgetary process.

Western Washington University



How the Decision Package contributes to the University's Strategic Plan.

Enrollment management touches on each one of the University's Strategic Plan goals and principles. The requested funds will reduce the number and complexity of barriers that students meet in completing their degrees; improve students' first-year experience, enhancing student advisement; and improve support to students-at-risk and support for those with financial need. The University will be made more efficient and effective in providing a quality higher education experience for state citizens.

The University will continue to improve enrollment planning and management policies and procedures that reflect its commitment to diversity; an appropriate upper/lower division mix; on- and off-campus student demand for courses and majors; and academic program goals. Enrollment management will include at least the following elements:

- *Admission goals and criteria for campus, off-campus and distance learning programs;*
- *An enrollment mix that reflects the state's racial and ethnic composition; balances freshman and transfer students; and includes a student population that is 40 percent lower division, 50 percent upper division, and 10 percent graduate level;*
- *Assurance of access to courses, especially gateway courses for academic majors;*
- *Appropriate controls on entry to selected programs, departments and/or colleges;*
- *Enrollment goals for off-campus and graduate programs;*
- *Graduation rates that reflect equitable and efficient use of university resources.*

Measurement of Objectives and Performance Measures.

Western provides detailed enrollment data to the Office of Financial Management that shows progress in the University's enrollment objectives for each academic year. In addition, on an annual basis, Western submits data on accountability performance measures to the Higher Education Coordinating Board (HECB). This specific decision package should, over time, improve at least four of Western's accountability measures: the graduation efficiency index, five-year graduation rate, student retention rate, and measurable success in academic advising.

The Reason for the Change.

This is an ongoing issue for all state universities as enrollment levels continue to increase in response to the growing demands for access to higher education.

The Impact on Students and Services.

Primary benefits to students include: improved retention and degree completion; improved support services to first-year students; improved academic advising and advising in students' major courses of study; improved support for students who are academically at-risk; increased access to higher education and completion of programs for students of color; increased diversification of the University community; and improved quality of the academic experience.

The Impact on Other State Programs or Other Units of Government.

Individuals completing undergraduate and/or graduate degrees will experience significant improvement in their standard of living through higher wages. All components of state and local government and all facets of the economy are dramatically improved as citizens

improve their personal financial circumstances. Reliance on state and federal assistance should decline when citizens have access to better workforce opportunities.

The relationship, if any, to the state's capital budget.

There is a direct relationship between Western's growth rate and its capital budget. The University currently exceeds the classroom utilization standard set by the Higher Education Coordinating Board for the year 2010. Additional capital facilities are required for Western to meet its planned maximum enrollment level of 12,500 FTE students. The relationships among enrollment, programs and space are discussed in detail within Western's capital budget plan for 2003-2013.

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

None.

Alternatives Explored by the University.

Western recognizes that the demand for a residential, high-quality undergraduate experience, for which the University has a national reputation, continues to grow within the state. By planning for on-campus enrollment growth, the University is focusing on its strengths in serving state citizens. Western has explored an enrollment growth moratorium until sufficient operating and capital funds catch-up with current enrollment levels. A moratorium would be unresponsive to the growing demand for higher education access within the state as defined by the OFM and the HECB.

Budget Impacts in Future Biennia.

Carry-forward costs related to any budgeted enrollment increase in the second year of the upcoming biennium (2004-05), must be funded for both years or 24 months of the 2005-2007 biennium.

A distinction Between One-Time and Ongoing Functions and Costs.

Enrollment funding is an ongoing cost. All program and service level components of this request decision package item are intended as permanent increases to the University's base budget level.

Effects of Non-Funding.

Failure to increase enrollment funding will reduce Western's ability to effectively serve state citizens and could lead the University to impose a moratorium on enrollment growth.

Expenditure Calculations and Assumptions.

In order to make progress toward Western's strategic objective of having an enrollment mix of 40 percent lower division, 50 percent upper division, and 10 percent graduate enrollments, the University requests that the FTE student average funding be profiled as 80 percent upper division students and 20 percent graduate students. Western is requesting funding within this decision package at the combined General Fund-State and

tuition biennial average funding level of \$9,911 per student, reflecting this weighted distribution between upper division and graduate students. This biennial average total funding level is based on amounts from the HECB Educational Cost Study for 1997-98 of \$8,638 per student for upper division and \$9,436 for graduate student FTE, adjusted for inflation as defined by OFM from 1997-98 to 2004-05.

Distribution of the enrollment increase request between General Fund-State and tuition is based upon Western's 2001-02 distribution of total costs consisting of 67.3 percent General Fund State and 32.7 percent local tuition revenue. Accordingly, 120 students FTE per year results in a total decision package request of \$3,473,596 in total funds for the biennium (\$2,337,730 in General Fund-State and \$1,135,866 in tuition revenue).