

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.

**WESTERN WASHINGTON UNIVERSITY
2000-2002 ACCOUNTABILITY PLAN
& PERFORMANCE MEASURES**

August 25, 2000

Three years ago, Western Washington University submitted its first Accountability Plan in response to directives by the 1997 Washington State Legislature and the Higher Education Coordinating Board. That document represented a new building block for the University's efforts to achieve its overriding goal: delivery of high quality undergraduate education.

Following a period of intensive discussion among all four-year public institutions in the state, the Higher Education Coordinating Board (HECB) and the legislature, on August 15, 1999 each institution submitted an accountability plan for the two year period, 1999-2001. In Western's case, that plan involved the continuation of most measures, the creation of certain new measures, and the elimination of one that was found to have validity problems. The August 15 report also summarized Western's planned activities in support of improving performance on all measures that were part of the 1999-2001 plan. That report and plan was accepted by the HECB and the legislature.

At this juncture, Western wishes to express appreciation for the improvements that have been built into the accountability process. The new, more narrowly focused measures allow us to concentrate efforts where they are most needed and most likely to improve students' experiences. Dropping the performance funding element of accountability has eliminated the only damaging aspect of accountability reporting, except for the costs required for collecting and analyzing performance data. The new focus on student learning is an important balance to the continuing measures indicating the efficient use of resources. For all but the student learning outcomes measures, these costs are modest. In that one case, cost is a serious issue, as discussed below.

In broad strokes, the most accurate summary of Western's accountability plans for the coming year is continuity of previous measures and the means to improve them, plus new work on student learning outcomes in writing, information technology, quantitative reasoning and critical thinking. Based on the extensive analysis we performed one year ago, we are satisfied that we have focused measures on the areas of pressing need for improvement in efficiency and effectiveness of serving our students. We have also begun a series of long-range steps to enhance our performance. While new plans are always being examined, the strongest course for Western at this point is to emphasize carry-through on the plans now being implemented. Some of these, most notably our first-year programs and advising programs, are quite costly but offer great promise. We need to retain focus on these programs.

In previous reports, we have discussed the history of accountability at Western, its continuity with our extensive assessment work, our historically high levels of performance on efficiency measures, our commitment to the highest quality possible within the limited resources of a public institution, and the ties of accountability efforts to our ongoing program reviews and accreditation. We have also summarized the wide range of changes initiated at Western with the aim of improving both

quality for students and also performance on accountability measures. For detailed coverage on any of these topics, please see our previous reports.

Initiatives During 1999-2001

At this point, in August, 2000 we can add to the materials covered in past reports, both our continued commitment to accountability and improved performance and two new initiatives of importance to accountability. One is our participation in state-wide plans to construct meaningful measures of student learning outcomes. Our progress on one of those outcomes, quantitative reasoning, is described appended to this report.

the other initiative important to mention as part of this report is Western's Quality Undergraduate Education (QUE) taskforce and report, and the planned implementation discussions to be held during the coming academic year. Under direction of Provost Bodman, Western has initiated a process that promises to become an in-depth review and revision of our entire curriculum. In Spring, 2000, a blue-ribbon task force drafted a detailed statement of the qualities we wish to see Western passing on to its graduates: Western's student learning outcomes. During the coming year, the entire faculty will engage in refining that statement, auditing how well Western now does at providing that learning, and what areas we should focus on changing.

Change is likely to be widespread, while focusing on the general curriculum. Both quality of student learning and the efficient and effective provision of instruction will be considered, with the result that all of our accountability performances are likely to be enhanced if we succeed with this ambitious plan.

Accountability Plans for 2000-2002

For the foreseeable future, Western will be continuing with both the accountability measures and the steps toward improvement stated in its 1999 Accountability Plan, participating in statewide efforts to measure four particularly central student learning outcomes, and devoting tremendous effort to the QUE process begun last Spring. This set of activities constitutes a very "full plate." Carrying through these plans well will be difficult, but we are committed to do so. It is much better at this juncture to focus on these plans than to broaden the search for new activities.

We believe that the present measures are a good mix of broad and focused efficiency/effectiveness measures. Given the HECB and legislature's approval of them and the fact that we have set in place efforts focused at improving performance in these areas, we see no reasons to tamper with them and much reason to emphasize continuity. We therefore recommend no changes to measures and plan primarily to continue the long-range steps we have begun rather than to search for new plans.

Measuring student learning outcomes is exceptionally difficult, yet much to be valued since doing so focuses our efforts where they matter most: on student learning. the approach being taken by the four-year public institutions in Washington, while quite expensive, is highly promising in terms of curricular relevance, quality, and validity. Western is committed to continuing its participation

in the process of creating these measures, although we are understandably concerned about the cost of fully implementing them.

The QUE project at Western holds promise to direct very positive new changes both toward the quality of student learning and also the effectiveness with which Western is able to deliver it within budget constraints. As such, it will improve performance on all Western's accountability performances. It will constitute our entire "new" focus within the accountability area for the coming two years. That is, in addition to continuing steps outlined in our last year's report and initially put in place during the past year, our attention will be focused entirely on this thorough-going assessment and planning process that promises to enhance Western's performance in all areas.

Summary of Western's Accountability Measures

This report does not repeat the material in the August 15, 1999 report, which laid out the reasoning and data behind each of our measures and also a series of steps planned as methods of improving performances. The August 15, 1999 report remains available. To ensure clarity, however, we repeat here the final set of measures to which Western is committed and that the HECB and legislature has affirmed.

Western's accountability measures for 2000-2002 are:

- ◆ Undergraduate Graduation Efficiency Index (GEI) (for all)
- ◆ GEI for transfers majoring in the sciences (focused measure)
- ◆ Undergraduate Student Retention (for all)
- ◆ Freshman Retention to the Sophomore Year (focused measure)
- ◆ Five-Year Graduation Rate (for all)
- ◆ Five-year Graduation Rate for Ethnic Minority Students
- ◆ Faculty Productivity
 - ◆ Increased Individualized Instruction (SCH of individualized instruction per FTES)
 - ◆ Increased Writing-Intensive Instruction (SCH of writing-intensive instruction in the general curriculum per FTES)
- ◆ Approved Institutionally-Specific Measures
 - ◆ Enhancing Undergraduate Instruction through Technology (SCH of instruction in computer laboratories per FTES)
 - ◆ Enhancing Undergraduate Advising (proportion of departments fully implementing the new "departmental advising model.")

Each of these measures is given precise definition in our previous reports. Baselines and targets for the 2000-2001 year for each of these measures were included in the August 15, 1999 report. These are included here, in the summary table which follows.

Summary of 1999-2001 Accountability Measures

| | 1995-1998 Baseline | 1999-2000 Target | 2000-2001 Target |
|--|-----------------------|---------------------|---------------------|
| <u>Original State Mandated Measures</u> | | | |
| Graduation Efficiency Index | | | |
| Native students | 86.57 | 86.70 | 86.80 |
| Transfer students | 80.02 | 80.20 | 80.30 |
| Five-Year Graduation Rates | 54.23% | 54.0% | 54.0% |
| Student Retention | 86.33 | 86.5 | 86.75 |
| <u>Additional Focused Measures</u> | | | |
| GEI for Transfers | | | |
| Majoring in Sciences | 71.12 | 71.25 | 71.50 |
| Five-Year Graduation for Ethnic Minorities | 40.7% | 41.0% | 42.0% |
| Freshman Retention | 81.33 | 82.5 | 84.0 |
| <u>Faculty Productivity Measures</u> | | | |
| Increase Individualized Credits per FTE Student | | | |
| | 1.443 | 1.45 | 1.50 |
| Increase SCH per Under- Graduate FTE in Writing | | | |
| | 2.041 | 2.05 | 3.00 |
| <u>Institutionally-Specific Measures</u> | | | |
| Enhancing UG Instruction through Computer Technology | | | |
| | 14.1 | 24.0 | 25.0 |
| Enhancing Academic Advising | | | |
| | 0% | 25% | 50% |

Proposed WWU Operating Budget Request for the 2001- 03 Biennium

| | (\$ 000's) | (\$ 000's) | (\$ 000's) | |
|---|----------------|----------------|-----------------|-----------------|
| 1999-2001 Funding Level | | | 161,822 | |
| | 2001-02 | 2002-03 | Biennium | % Change |
| 2001-03 Carry Forward Level OFM establishes the "Carry-Forward Level". It contains appropriated funding increases in the second year of the current biennium that must be funded for the full ensuing biennium. Examples include: employee benefits rate increases, facilities maintenance, enrollment increases and salary increases. | | | 5,284 | 3.3% |
| Maintenance Level Increases - Level 1: Mandatory Workload Level 1 maintenance request items are mandatory workload changes not already included in the carry-forward calculation. Included are maintenance and operating costs for new facilities coming on line during the ensuing biennium. Western will include a request to fund required disability services in this category. | | | 1,096 | 0.7% |
| Maintenance Level Increases - Level 2: Cost Increases Level 2 maintenance items are inflation and other rate changes anticipated for the ensuing biennium. Examples include retirement program rates, revolving fund payments, general inflation, library inflation and utilities rate changes. | | | 573 | 0.4% |
| Total Carry Forward and Maintenance Level Budget Request Level | | | 168,775 | 4.4% |

"Decision Package" Proposals for 2001-03

| | 2001-02 | 2002-03 | Biennium | % Change |
|--|---|--------------|--------------|-------------|
| I. Recruit and retain quality faculty and staff through competitive compensation. | | | | |
| A Improve peer salary comparisons for faculty and exempt employees (continue to 75th %ile with biennial salary increases totaling 10%, R&R salary adjustments, and start-up funding) | Narrative request | | | |
| B Provide classified staff cost-of-living and competitive salary adjustments through the state Department of Personnel | To be proposed by the Department of Personnel | | | |
| C Seek maintenance of benefits provided to employees | Narrative request | | | |
| II. Manage enrollment to enhance educational quality and improve program access. | 1,826 | 3,484 | 5,310 | 3.3% |
| A Increase enrollment by 120 FTE per year. | 1,129 | 2,313 | 3,442 | |
| B Focus on student access, retention and degree completion by improving the first-year experience, removing barriers to programs and courses, strengthen advising, and implementing programs for student at academic risk. | 596 | 1,068 | 1,664 | |
| C Invest in outreach and recruitment for academically talented students. | 81 | 82 | 163 | |
| D Enhance financial aid support to improve recruitment and program access. | 20 | 21 | 41 | |
| III. Broaden diversity through access, personnel and curricular content | 485 | 492 | 977 | 0.6% |
| A Enhance diverse student recruitment and retention efforts | 73 | 75 | 148 | |
| B Increase diversification of Western's community and curriculum | 367 | 371 | 738 | |
| C Address gender equity in athletics | 45 | 46 | 91 | |

| | 2001-02 | 2002-03 | Biennium | % Change |
|---|--------------|---------------|----------------|---------------|
| IV. Advance academic program quality | 2,268 | 2,752 | 5,020 | 3.1% |
| A Address components of educational quality at all instructional levels | 1,204 | 1,552 | 2,756 | |
| B Support curricular/instructional innovation using technology where appropriate | 433 | 433 | 866 | |
| C Enhance library support | 295 | 365 | 660 | |
| D Improve the quality of undergraduate programs by strengthening graduate education and research programs | 336 | 402 | 738 | |
| V. Establish "partnerships" to address State and University program objectives | 532 | 744 | 1,276 | 0.8% |
| A Implement new articulation strategies with community and technical colleges | 24 | 35 | 59 | |
| B Define and implement "high demand" program improvements | 256 | 417 | 673 | |
| C Enhance partnerships with K-12 | 143 | 143 | 286 | |
| E Develop certification initiatives with Native American programs | 60 | 100 | 160 | |
| G Continue to expand programs through the K-20 network | 49 | 49 | 98 | |
| VI. Replace and implement equipment and technology to improve educational quality | 1,745 | 1,745 | 3,490 | 2.2% |
| A Implement a sustained equipment replacement program and maintain the technological infrastructure | 1,210 | 1,210 | 2,420 | |
| B Address instructional technology needs | 385 | 385 | 770 | |
| D Establish comprehensive Web-based information systems | 40 | 40 | 80 | |
| E Increase support for research equipment | 110 | 110 | 220 | |
| VII Support the University Community and Fulfill Public Responsibilities | 759 | 1,210 | 1,969 | 1.2% |
| A Address facilities maintenance and preservation requirements | 321 | 594 | 915 | |
| B Provide assistance in meeting unfunded external mandates | 185 | 192 | 377 | |
| C Continue to invest in a safe campus environment | 186 | 303 | 489 | |
| D Provide adequate infrastructure support services | 67 | 121 | 188 | |
| Total WWU Decision Package Items | 7,615 | 10,427 | 18,042 | 11.2% |
| OFM Required Budget Reduction Options | (511) | (515) | (1,026) | -0.6% |
| Total Carry Forward and Decision Package Request | 7,104 | 9,912 | 185,791 | 115.1% |

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

Agency Recommendation Summary Text:

Improve the quality of University programs by recruiting and retaining highly qualified personnel. This can only be accomplished by enabling Western to provide competitive salary levels, implement recruitment and retention salary adjustments, and maintain employees' current participation costs for benefits. During this past year, only 53 percent of faculty searches resulted in the hiring of our first choice candidate. In addition, 10 tenure track faculty searches, many in technical disciplines, were not completed due to a lack of qualified applicants or competitive salaries.

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 assure 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 the Council of Presidents compensation proposal is complete.

Description:

Decision Package Component: Improve salary competitiveness for faculty and exempt employees

Western Washington University is proposing salary increases totaling 10 percent for the 2001-03 biennium. Additionally, Western requests that funding be provided to continue providing recruitment and retention salary increases for faculty and exempt personnel and the flexibility to use local funds to address specific salary requirements.

Further, Western finds it cannot be competitive in recruiting and retaining personnel in computer science and related technology fields, either faculty or technical support staff. In the decision package on establishing "partnerships", the University requests \$300,000 for the 2001-03 biennium to retain current faculty in Computer Science and to offer competitive salaries to faculty we wish to hire. Data indicates that Western's salaries for Computer Science faculty lag behind comparable institutions on the west coast by 29.7 percent for entry-level faculty and by more than 100 percent for senior faculty positions. Similar competitive salary discrepancies exist between public institutions and the private sector that can offer higher salaries and better employee benefits for highly qualified personnel. This discrepancy also applies to technical support personnel for whom Western estimates \$200,000 in retention salary adjustments are needed.

Western also requests that classified staff salaries be adjusted to catch up and keep pace with salaries for comparable positions external to state government. Classified

adjustments include full funding of the 6767 salary proposals as well as a general cost of living salary increase.

Another component of the faculty salary, retention and recruitment problem is equipment. New faculty expect and can command from other 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. Western's need to compete in this marketplace requires an equipment expenditure of \$400,000 per biennium that has been included in the "Advance academic program quality" decision package (P4).

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 benefits costs demoralize employees and further reduce our ability to recruit and retain quality personnel necessary for quality programs and services.

Western's compensation request elements for the 2001-03 biennium are:

1. Biennium salary increases totaling 10 percent for faculty and exempt personnel;
2. Recruitment and retention salary adjustments for faculty and exempt personnel of \$1.3 million for the biennium;
3. A "technology" salary adjustment of \$300,000 for faculty and \$200,000 for technical support staff to remain competitive;
4. Classified staff cost of living salary adjustments through the Department of Personnel;
5. Full funding of 6767 salary adjustments for classified staff; and,
6. Maintenance of employees' current cost level for benefit programs.

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

The University's strategic plan requires continuous improvement in the quality of all that Western does. Competitive compensation levels are essential to attract and retain personnel who can assure that quality. To address this element critical to the maintenance of quality, Western has established a strategic objective of returning salaries to the 75th percentile of peer institutions by the end of the 2003-05 biennium. Key elements of this salary request are needed to achieve this strategic objective.

Measurement of Objectives and Performance Measures.

Measurement of this objective will continue to be the peer salary percentile as reported by 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. According to preliminary data from the Higher Education Coordinating Board, over the past several years Western has slipped

from the 74th to the 43rd percentile for average faculty salaries among the 256 public comprehensive institutions in our peer group since 1991-92.

Preliminary HECB data also shows that Western's faculty salaries now trail the average of the peer group by 8.4 percent. Nationally, faculty salaries at public comprehensive institutions increased at a rate of 3.8 percent last year. Western's proposed 2001-03 salary adjustments totaling 10 percent will result in salary levels that still fall short of the peer average and far below of the HECB objective of the 75th percentile of our peers.

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 established this biennium. 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 results in quality educational experiences for students. Academic programs will 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 high quality undergraduate education.

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 saw the impact on recruitment, retention and employee morale of receiving no salary adjustments in three years of a four-year period. The only alternatives in these situations were losing talented employees and hiring candidates who were not out first choice.

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.

Expenditure Calculations and Assumptions.

Detailed calculations will be provided after the Council of Presidents has negotiated a unified position on salaries and a calculation of peer averages is completed.

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

Agency Recommendation Summary Text:

Increase the University's budgeted enrollment level by 120 FTE students each year of the biennium. Total budgeted enrollment would be 10,946 FTE for 2001-02 and 11,066 for 2002-03. Enrollment management strategies to improve retention and time-to-a-degree include improving students' first-year experience, removing barriers to access for programs and courses, strengthening academic advising, investing in student outreach and recruitment, and enhancing financial aid support.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|---------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,826,112 | \$ 3,483,528 | \$ 5,309,640 |
| Fund 001, State General Fund | \$ 1,498,344 | \$ 2,827,992 | \$ 4,326,336 |
| Fund 149, Operating Fee Account | \$ 327,768 | \$ 655,536 | \$ 983,304 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 9.00 | 18.00 | 27.00 |
| Exempt | 6.39 | 9.74 | 16.13 |
| Classified | 7.10 | 13.70 | 20.80 |
| Hourly | 1.83 | 3.33 | 5.16 |
| Total FTEs | 24.32 | 44.77 | 69.09 |
| Salaries/Wages | | | |
| Faculty | \$ 563,432 | \$ 1,126,864 | \$ 1,690,296 |
| Exempt | \$ 253,376 | \$ 413,123 | \$ 666,499 |
| Classified | \$ 244,035 | \$ 476,402 | \$ 720,437 |
| Hourly | \$ 21,000 | \$ 38,500 | \$ 59,500 |
| Total Salaries/Wages | \$ 1,081,843 | \$ 2,054,889 | \$ 3,136,732 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 1,081,843 | \$ 2,054,889 | \$ 3,136,732 |
| B Employee Benefits | \$ 298,553 | \$ 540,967 | \$ 839,520 |
| E Goods and Services | \$ 310,816 | \$ 640,872 | \$ 951,688 |
| J Equipment | \$ 134,900 | \$ 246,800 | \$ 381,700 |
| Total Expenditures | \$ 1,826,112 | \$ 3,483,528 | \$ 5,309,640 |

Description:

Decision Package Component: Increase enrollment by 120 FTE student per year

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 the lowest per student funding level among the baccalaureate institutions. For the 2001-03 biennium, Western requests enrollment increases of 120 FTE students each year. To serve these students within our limited capital facilities, Western is expanding the academic calendar, implementing a block class schedule to increase already highly efficient use of classes and laboratories during the academic day, completing minor remodeling to facilities, and continuing to move support functions to the perimeter of campus as space availability and resources allow.

At the 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 2013. This coincides with the Office of Financial Management's peak enrollment projections for the State's baccalaureate institutions.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|---------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,129,296 | \$ 2,312,832 | \$ 3,442,128 |
| Fund 001, State General Fund | \$ 801,528 | \$ 1,657,296 | \$ 2,458,824 |
| Fund 149, Operating Fee Account | \$ 327,768 | \$ 655,536 | \$ 983,304 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 4.50 | 9.00 | 13.50 |
| Exempt | 2.35 | 4.70 | 7.05 |
| Classified | 5.60 | 11.20 | 16.80 |
| Total FTEs | 12.45 | 24.90 | 37.35 |
| Salaries/Wages | | | |
| Faculty | \$ 336,980 | \$ 673,960 | \$ 1,010,940 |
| Exempt | \$ 126,100 | \$ 252,200 | \$ 378,300 |
| Classified | \$ 194,800 | \$ 389,600 | \$ 584,400 |
| Total Salaries/Wages | \$ 657,880 | \$ 1,315,760 | \$ 1,973,640 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 657,880 | \$ 1,315,760 | \$ 1,973,640 |
| B Employee Benefits | \$ 183,700 | \$ 367,400 | \$ 551,500 |
| E Goods and Services | \$ 165,816 | \$ 385,872 | \$ 551,688 |
| J Equipment | \$ 121,900 | \$ 243,800 | \$ 365,700 |
| Total Expenditures | \$ 1,129,296 | \$ 2,312,832 | \$ 3,442,128 |

Decision Package Component: Focus on student access, retention and degree completion by improving the first-year experience, removing barriers to programs and courses, strengthening advising, and implementing programs for students at academic risk

In the process of implementing accountability measures and monitoring our progress, Western has increased its understanding of the barriers students may encounter. The University also has identified short- and long-term strategies to reduce those barriers and improve both the quality and efficiency of a Western education. The list of barriers identified as most serious has evolved into the list of areas in which the University proposes to initiate improvements.

The initial transition to college is pivotal to students' success. Nationwide, withdrawal rates are highest during and after the first year. Western's freshman class is among the youngest in Washington; most of our freshmen 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 when they are freshmen or transfer students.

Western has grown so quickly over the past decade, some of the "small college" residential atmosphere of the campus may have been diminished. Possible evidence is a decline in freshman retention, which fell to 79.6 percent in 1996-97. In the 1997-99 biennium, the University initiated a series of strategies to arrest this decline and enhance the experience of first-year students. The effort has been focused on reviewing General University Requirements (GURs) and on exploring ways to increase opportunities for small group interaction, especially by introducing Freshman Interest Groups.

A faculty-staff committee is focusing attention on improving articulation and coherence of GURs and increasing freshmen access to introductory-level GUR courses. The group also proposes to increase the number of teaching assistants available for

breakout discussion groups as part of large GUR lecture classes, and improve students' connection to support services, including academic advising and tutoring, particularly in mathematics.

Western also has implemented "Freshmen Interest Groups", designed to give freshmen access to smaller and more personal instructional settings. The program focuses on lower division courses, which traditionally have large enrollments. It began as a pilot effort in the fall of 1999 with eight large lecture courses that were expected to lay the foundation for gradual expansion of the program over the next two biennia. The evaluation of the first year is very encouraging, so this request proposes to enlarge that program and expand opportunities to better integrate the learning experience for first-year students.

For a variety of reasons, students appear to want and need more advising than in the past, and lack of advising has emerged as a key barrier to student success. In particular, for publicly-funded institutions where scarce resources have limited student support services, advising for lower division students before they enter a major, and career advising in the major must be expanded. To do so, Western is taking a series of steps.

First, the University has examined successful advising programs on campus and at other institutions. We have found a clear desire on the part of students for increased guidance from advisors. Our studies also indicate greater success, including higher graduation rates, among students at universities with a strong emphasis on orientation and advising services.

At Western, we have identified needs to significantly increase the number of pre-major advising and course selection advising contacts per FTE undergraduate. The increase in advising requests came in 1998-99 at the same time the University launched "Classfinder," a new web-based advising service that rapidly locates available course sections by course, type of course, hour, etc. Students accessed "Classfinder" more than 400,000 times during its first year of operation. Students also began using new "homepages" designed by Academic Advising and Career Services to provide rapid responses to relatively routine advising questions. We now also need to provide students more academic advising opportunities at the college, department and major level.

Western also needs support to focus on intensive orientation and programs that address needs of academically at-risk students. A pilot First Alert Program that was started in FY98 has been successful in centralizing support and referral services for multicultural student populations. Cross training and coordination with other departments such as Academic Advising, Career Services, Counseling, Tutorial Center, and the Ethnic Student Center have increased the number of students seeking advising help. By fully staffing this pilot program, Western can extend services to more students, which should facilitate their success and improve their retention.

Western also proposes to establish a pilot program that would bring potential at-risk students to campus during Summer Session. The program would provide 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. The pilot program is intended to facilitate the transition problems that many of these students face in their first year at the University.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 596,284 | \$ 3,799,579 | \$ 1,664,481 |
| Fund 001, State General Fund | \$ 596,284 | \$ 3,799,579 | \$ 1,664,481 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 4.50 | 9.00 | 13.50 |
| Exempt | 2.39 | 3.39 | 5.78 |
| Classified | 1.50 | 2.50 | 4.00 |
| Hourly | 1.83 | 3.33 | 5.16 |
| Total FTEs | 10.22 | 18.22 | 28.44 |
| Salaries/Wages | | | |
| Faculty | \$ 226,452 | \$ 452,904 | \$ 679,356 |
| Exempt | \$ 76,079 | \$ 108,189 | \$ 184,268 |
| Classified | \$ 49,235 | \$ 86,802 | \$ 136,037 |
| Hourly | \$ 21,000 | \$ 38,500 | \$ 59,500 |
| Total Salaries/Wages | \$ 372,766 | \$ 686,395 | \$ 1,059,161 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 372,766 | \$ 686,395 | \$ 1,059,161 |
| B Employee Benefits | \$ 100,518 | \$ 158,802 | \$ 259,320 |
| E Goods and Services | \$ 110,000 | \$ 220,000 | \$ 330,000 |
| J Equipment | \$ 13,000 | \$ 3,000 | \$ 16,000 |
| Total Expenditures | \$ 596,284 | \$ 1,068,197 | \$ 1,664,481 |

Decision Package Component: Invest in outreach and recruitment for academically talented students

New student enrollment is critical to the well being of the University. Western is especially attractive to talented students who contribute significantly to the learning environment, improve retention, and help in recruitment. Recruitment of talented students requires creative and personalized contact. Western's Office of Admissions currently lacks sufficient personnel to do this. The staff also needs more help managing increases in scholarships and in selecting new scholarship recipients.

In large part, the strength of Western's reputation as the undergraduate institution of choice is based on the quality of the freshmen who choose to attend. As recruitment becomes more competitive and sophisticated, the Office of Admissions must be able to compete equally for talented students with institutions that are attempting to attract these students out of state. To become more proactive in the recruitment process, the University needs to acquire names of targeted categories of academically talented students and prospective students of color. The University also must be able to expand communications with prospective students and develop sophisticated Web pages and related materials.

Western also proposes to increase the appointment of its Seattle admissions counselor because that position is increasingly involved with community college transfer students. This is a unique effort in King County that merits expansion.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 80,583 | \$ 81,951 | \$ 162,534 |
| Fund 001, State General Fund | \$ 81,583 | \$ 81,951 | \$ 162,534 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.17 | 1.17 | 2.34 |
| Total FTEs | 1.17 | 1.17 | 2.34 |
| Salaries/Wages | | | |

3800 Western Washington University
 RecSum Title: Enrollment Management
 RecSum Code: P2

| | | | |
|----------------------------|-----------|-----------|------------|
| Exempt | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| Total Salaries/Wages | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| B Employee Benefits | \$ 9,971 | \$ 10,270 | \$ 20,241 |
| E Goods and Services | \$ 35,000 | \$ 35,000 | \$ 70,000 |
| Total Expenditures | \$ 80,583 | \$ 81,951 | \$ 162,534 |

Decision Package Component: Enhance financial aid support to improve recruitment and program access

Competitive financial aid offers are increasingly important in attracting academically talented and diverse students to Western. Packaging competitive financial aid awards and conducting financial aid file reviews for current students requires individual attention by professional financial aid counselors. Because of workload volumes within the office, current students are not receiving as personal and timely attention as they need. File reviews for students whose financial circumstances have changed require increasing amounts of time. More students with financial need require more staff analysis and processing time. Lack of financial support may help explain why there appears to be an increase in the numbers of student who are choosing to reduce class loads and/or drop out completely to work. Providing support for an additional financial aid counselor will increase the University's ability to recruit new students and retain students currently enrolled.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 19,949 | \$ 20,548 | \$ 40,497 |
| Fund 001, State General Fund | \$ 19,949 | \$ 20,548 | \$ 40,497 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 0.50 | 0.50 | 1.00 |
| Total FTEs | 0.50 | 0.50 | 1.00 |
| Salaries/Wages | | | |
| Exempt | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| Total Salaries/Wages | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| B Employee Benefits | \$ 4,364 | \$ 4,495 | \$ 8,859 |
| Total Expenditures | \$ 19,949 | \$ 20,548 | \$ 40,497 |

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

Enrollment management touches on each University Strategic Plan goal and principle. Western's Strategic Plan calls for an enrollment growth on campus of 150 FTE students per year to a maximum of 12,500 FTE average annual students. This request slows the growth rate to 120 FTE students per year in recognition of capital facility limitations. Western's utilization of classrooms already far exceeds standards set by the Higher Education Coordinating Board as a target for the year 2010. Western is concerned about the detrimental effect large enrollment increases could have on the quality of the educational experience.

Under the quality goal within the University's Strategic Plan, Western declares the following principle:

“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 indicate the extent to which enrollment objectives for each academic year are measured. In addition, Western annually submits data on accountability performance measures to the HECB. This 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 academic advising.

The Reason for the Change.

Western’s budgeted enrollment levels will continue to increase in response to the growing demand for access to higher education projected for the state. The University requests a smaller growth rate than in previous biennial operating budget proposals. This is because we realize that capital facilities utilization limits already have been reached, and Western needs time to manage better the rate of enrollment growth on campus to match the availability of capital resources.

The requested funding improvements are intended to reduce the number and complexity of barriers that students meet in completing their degrees. Improving students’ first-year experience, enhancing student advisement, improving support to students at risk and those with financial need will make the University more efficient and effective in providing a quality higher education experience for state citizens.

The Impact on Students and Services.

Primary benefits to students include: increased access to higher education; 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.

None.

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

There is a direct relationship between Western's growth rate and our 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 the planned maximum enrollment level of 12,500 FTE students. The relationship between enrollment, program and space is discussed in detail within Western's capital budget plan for 2001-2011.

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 has explored an enrollment growth moratorium until sufficient capital facilities have been constructed on campus. The University believes that such a moratorium would be unresponsive to the growing demand for higher education access within the state as defined by the OFM and HECB.

Western will continue to establish targeted high-quality off-campus programs to accommodate some of the enrollment demand. For example, the University will continue serving as fiscal agent for the North Snohomish, Island, Skagit County higher education consortium and increase the number of learning opportunities available from Western and its higher education partners in this three-county area. At the same time, however, Western recognizes that the demand for the residential, high-quality undergraduate experience for which the University has a national reputation also continues to grow within the state. By planning most of the enrollment growth for on-campus, the University is focusing on its strengths in serving state citizens.

Budget Impacts in Future Biennia.

The University is planning on enrollment growth of 120 FTE students each year until the year 2013 when total enrollment will reach the planning maximum of 12,500.

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 will reduce the State's ability to address projected enrollment growth at baccalaureate institutions and meet enrollment goals in the HECB's 2000 Master Plan for Higher Education.

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 additional 120 FTE student each year be profiled as 80 percent upper division students and 20 percent graduate students. The students are requested at a full funding level of \$9,561 per student, reflecting this proportional distribution. The amounts are based upon the HECB Educational Cost Study for 1997-98. The upper division cost of \$8,638 per upper division and \$9,436 per graduate student in the cost study were increased by 4.8% to reflect the inflation rates defined by OFM from 1997-98 to 2000-2001.

Distribution of the enrollment increase request between General Fund State and tuition revenue is based upon Western's current distribution of total costs of 67.7 percent General Fund State and 33.3 percent tuition revenue.

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.

Proposed WWU Operating Budget Request for the 2001- 03 Biennium

| | (\$ 000's) | (\$ 000's) | (\$ 000's) | |
|---|----------------|----------------|-----------------|-----------------|
| 1999-2001 Funding Level | | | 161,822 | |
| | 2001-02 | 2002-03 | Biennium | % Change |
| 2001-03 Carry Forward Level OFM establishes the "Carry-Forward Level". It contains appropriated funding increases in the second year of the current biennium that must be funded for the full ensuing biennium. Examples include: employee benefits rate increases, facilities maintenance, enrollment increases and salary increases. | | | 5,284 | 3.3% |
| Maintenance Level Increases - Level 1: Mandatory Workload Level 1 maintenance request items are mandatory workload changes not already included in the carry-forward calculation. Included are maintenance and operating costs for new facilities coming on line during the ensuing biennium. Western will include a request to fund required disability services in this category. | | | 1,096 | 0.7% |
| Maintenance Level Increases - Level 2: Cost Increases Level 2 maintenance items are inflation and other rate changes anticipated for the ensuing biennium. Examples include retirement program rates, revolving fund payments, general inflation, library inflation and utilities rate changes. | | | 573 | 0.4% |
| Total Carry Forward and Maintenance Level Budget Request Level | | | 168,775 | 4.4% |

"Decision Package" Proposals for 2001-03

| | 2001-02 | 2002-03 | Biennium | % Change |
|--|---|--------------|--------------|-------------|
| I. Recruit and retain quality faculty and staff through competitive compensation. | | | | |
| A Improve peer salary comparisons for faculty and exempt employees (continue to 75th %ile with biennial salary increases totaling 10%, R&R salary adjustments, and start-up funding) | Narrative request | | | |
| B Provide classified staff cost-of-living and competitive salary adjustments through the state Department of Personnel | To be proposed by the Department of Personnel | | | |
| C Seek maintenance of benefits provided to employees | Narrative request | | | |
| II. Manage enrollment to enhance educational quality and improve program access. | 1,826 | 3,484 | 5,310 | 3.3% |
| A Increase enrollment by 120 FTE per year. | 1,129 | 2,313 | 3,442 | |
| B Focus on student access, retention and degree completion by improving the first-year experience, removing barriers to programs and courses, strengthen advising, and implementing programs for student at academic risk. | 596 | 1,068 | 1,664 | |
| C Invest in outreach and recruitment for academically talented students. | 81 | 82 | 163 | |
| D Enhance financial aid support to improve recruitment and program access. | 20 | 21 | 41 | |
| III. Broaden diversity through access, personnel and curricular content | 485 | 492 | 977 | 0.6% |
| A Enhance diverse student recruitment and retention efforts | 73 | 75 | 148 | |
| B Increase diversification of Western's community and curriculum | 367 | 371 | 738 | |
| C Address gender equity in athletics | 45 | 46 | 91 | |

| | 2001-02 | 2002-03 | Biennium | % Change |
|---|--------------|---------------|----------------|---------------|
| IV. Advance academic program quality | 2,268 | 2,752 | 5,020 | 3.1% |
| A Address components of educational quality at all instructional levels | 1,204 | 1,552 | 2,756 | |
| B Support curricular/instructional innovation using technology where appropriate | 433 | 433 | 866 | |
| C Enhance library support | 295 | 365 | 660 | |
| D Improve the quality of undergraduate programs by strengthening graduate education and research programs | 336 | 402 | 738 | |
| V. Establish "partnerships" to address State and University program objectives | 532 | 744 | 1,276 | 0.8% |
| A Implement new articulation strategies with community and technical colleges | 24 | 35 | 59 | |
| B Define and implement "high demand" program improvements | 256 | 417 | 673 | |
| C Enhance partnerships with K-12 | 143 | 143 | 286 | |
| E Develop certification initiatives with Native American programs | 60 | 100 | 160 | |
| G Continue to expand programs through the K-20 network | 49 | 49 | 98 | |
| VI. Replace and implement equipment and technology to improve educational quality | 1,745 | 1,745 | 3,490 | 2.2% |
| A Implement a sustained equipment replacement program and maintain the technological infrastructure | 1,210 | 1,210 | 2,420 | |
| B Address instructional technology needs | 385 | 385 | 770 | |
| D Establish comprehensive Web-based information systems | 40 | 40 | 80 | |
| E Increase support for research equipment | 110 | 110 | 220 | |
| VII Support the University Community and Fulfill Public Responsibilities | 759 | 1,210 | 1,969 | 1.2% |
| A Address facilities maintenance and preservation requirements | 321 | 594 | 915 | |
| B Provide assistance in meeting unfunded external mandates | 185 | 192 | 377 | |
| C Continue to invest in a safe campus environment | 186 | 303 | 489 | |
| D Provide adequate infrastructure support services | 67 | 121 | 188 | |
| Total WWU Decision Package Items | 7,615 | 10,427 | 18,042 | 11.2% |
| OFM Required Budget Reduction Options | (511) | (515) | (1,026) | -0.6% |
| Total Carry Forward and Decision Package Request | 7,104 | 9,912 | 185,791 | 115.1% |

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

Agency Recommendation Summary Text:

Improve the quality of University programs by recruiting and retaining highly qualified personnel. This can only be accomplished by enabling Western to provide competitive salary levels, implement recruitment and retention salary adjustments, and maintain employees' current participation costs for benefits. During this past year, only 53 percent of faculty searches resulted in the hiring of our first choice candidate. In addition, 10 tenure track faculty searches, many in technical disciplines, were not completed due to a lack of qualified applicants or competitive salaries.

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 assure 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 the Council of Presidents compensation proposal is complete.

Description:

Decision Package Component: Improve salary competitiveness for faculty and exempt employees

Western Washington University is proposing salary increases totaling 10 percent for the 2001-03 biennium. Additionally, Western requests that funding be provided to continue providing recruitment and retention salary increases for faculty and exempt personnel and the flexibility to use local funds to address specific salary requirements.

Further, Western finds it cannot be competitive in recruiting and retaining personnel in computer science and related technology fields, either faculty or technical support staff. In the decision package on establishing "partnerships", the University requests \$300,000 for the 2001-03 biennium to retain current faculty in Computer Science and to offer competitive salaries to faculty we wish to hire. Data indicates that Western's salaries for Computer Science faculty lag behind comparable institutions on the west coast by 29.7 percent for entry-level faculty and by more than 100 percent for senior faculty positions. Similar competitive salary discrepancies exist between public institutions and the private sector that can offer higher salaries and better employee benefits for highly qualified personnel. This discrepancy also applies to technical support personnel for whom Western estimates \$200,000 in retention salary adjustments are needed.

Western also requests that classified staff salaries be adjusted to catch up and keep pace with salaries for comparable positions external to state government. Classified

adjustments include full funding of the 6767 salary proposals as well as a general cost of living salary increase.

Another component of the faculty salary, retention and recruitment problem is equipment. New faculty expect and can command from other 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. Western's need to compete in this marketplace requires an equipment expenditure of \$400,000 per biennium that has been included in the "Advance academic program quality" decision package (P4).

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 benefits costs demoralize employees and further reduce our ability to recruit and retain quality personnel necessary for quality programs and services.

Western's compensation request elements for the 2001-03 biennium are:

1. Biennium salary increases totaling 10 percent for faculty and exempt personnel;
2. Recruitment and retention salary adjustments for faculty and exempt personnel of \$1.3 million for the biennium;
3. A "technology" salary adjustment of \$300,000 for faculty and \$200,000 for technical support staff to remain competitive;
4. Classified staff cost of living salary adjustments through the Department of Personnel;
5. Full funding of 6767 salary adjustments for classified staff; and,
6. Maintenance of employees' current cost level for benefit programs.

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

The University's strategic plan requires continuous improvement in the quality of all that Western does. Competitive compensation levels are essential to attract and retain personnel who can assure that quality. To address this element critical to the maintenance of quality, Western has established a strategic objective of returning salaries to the 75th percentile of peer institutions by the end of the 2003-05 biennium. Key elements of this salary request are needed to achieve this strategic objective.

Measurement of Objectives and Performance Measures.

Measurement of this objective will continue to be the peer salary percentile as reported by 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. According to preliminary data from the Higher Education Coordinating Board, over the past several years Western has slipped

from the 74th to the 43rd percentile for average faculty salaries among the 256 public comprehensive institutions in our peer group since 1991-92.

Preliminary HECB data also shows that Western's faculty salaries now trail the average of the peer group by 8.4 percent. Nationally, faculty salaries at public comprehensive institutions increased at a rate of 3.8 percent last year. Western's proposed 2001-03 salary adjustments totaling 10 percent will result in salary levels that still fall short of the peer average and far below of the HECB objective of the 75th percentile of our peers.

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 established this biennium. 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 results in quality educational experiences for students. Academic programs will 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 high quality undergraduate education.

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 saw the impact on recruitment, retention and employee morale of receiving no salary adjustments in three years of a four-year period. The only alternatives in these situations were losing talented employees and hiring candidates who were not out first choice.

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.

Expenditure Calculations and Assumptions.

Detailed calculations will be provided after the Council of Presidents has negotiated a unified position on salaries and a calculation of peer averages is completed.

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

Agency Recommendation Summary Text:

Increase the University's budgeted enrollment level by 120 FTE students each year of the biennium. Total budgeted enrollment would be 10,946 FTE for 2001-02 and 11,066 for 2002-03. Enrollment management strategies to improve retention and time-to-a-degree include improving students' first-year experience, removing barriers to access for programs and courses, strengthening academic advising, investing in student outreach and recruitment, and enhancing financial aid support.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|---------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,826,112 | \$ 3,483,528 | \$ 5,309,640 |
| Fund 001, State General Fund | \$ 1,498,344 | \$ 2,827,992 | \$ 4,326,336 |
| Fund 149, Operating Fee Account | \$ 327,768 | \$ 655,536 | \$ 983,304 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 9.00 | 18.00 | 27.00 |
| Exempt | 6.39 | 9.74 | 16.13 |
| Classified | 7.10 | 13.70 | 20.80 |
| Hourly | 1.83 | 3.33 | 5.16 |
| Total FTEs | 24.32 | 44.77 | 69.09 |
| Salaries/Wages | | | |
| Faculty | \$ 563,432 | \$ 1,126,864 | \$ 1,690,296 |
| Exempt | \$ 253,376 | \$ 413,123 | \$ 666,499 |
| Classified | \$ 244,035 | \$ 476,402 | \$ 720,437 |
| Hourly | \$ 21,000 | \$ 38,500 | \$ 59,500 |
| Total Salaries/Wages | \$ 1,081,843 | \$ 2,054,889 | \$ 3,136,732 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 1,081,843 | \$ 2,054,889 | \$ 3,136,732 |
| B Employee Benefits | \$ 298,553 | \$ 540,967 | \$ 839,520 |
| E Goods and Services | \$ 310,816 | \$ 640,872 | \$ 951,688 |
| J Equipment | \$ 134,900 | \$ 246,800 | \$ 381,700 |
| Total Expenditures | \$ 1,826,112 | \$ 3,483,528 | \$ 5,309,640 |

Description:

Decision Package Component: Increase enrollment by 120 FTE student per year

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 the lowest per student funding level among the baccalaureate institutions. For the 2001-03 biennium, Western requests enrollment increases of 120 FTE students each year. To serve these students within our limited capital facilities, Western is expanding the academic calendar, implementing a block class schedule to increase already highly efficient use of classes and laboratories during the academic day, completing minor remodeling to facilities, and continuing to move support functions to the perimeter of campus as space availability and resources allow.

At the 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 2013. This coincides with the Office of Financial Management's peak enrollment projections for the State's baccalaureate institutions.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|---------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,129,296 | \$ 2,312,832 | \$ 3,442,128 |
| Fund 001, State General Fund | \$ 801,528 | \$ 1,657,296 | \$ 2,458,824 |
| Fund 149, Operating Fee Account | \$ 327,768 | \$ 655,536 | \$ 983,304 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 4.50 | 9.00 | 13.50 |
| Exempt | 2.35 | 4.70 | 7.05 |
| Classified | 5.60 | 11.20 | 16.80 |
| Total FTEs | 12.45 | 24.90 | 37.35 |
| Salaries/Wages | | | |
| Faculty | \$ 336,980 | \$ 673,960 | \$ 1,010,940 |
| Exempt | \$ 126,100 | \$ 252,200 | \$ 378,300 |
| Classified | \$ 194,800 | \$ 389,600 | \$ 584,400 |
| Total Salaries/Wages | \$ 657,880 | \$ 1,315,760 | \$ 1,973,640 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 657,880 | \$ 1,315,760 | \$ 1,973,640 |
| B Employee Benefits | \$ 183,700 | \$ 367,400 | \$ 551,500 |
| E Goods and Services | \$ 165,816 | \$ 385,872 | \$ 551,688 |
| J Equipment | \$ 121,900 | \$ 243,800 | \$ 365,700 |
| Total Expenditures | \$ 1,129,296 | \$ 2,312,832 | \$ 3,442,128 |

Decision Package Component: Focus on student access, retention and degree completion by improving the first-year experience, removing barriers to programs and courses, strengthening advising, and implementing programs for students at academic risk

In the process of implementing accountability measures and monitoring our progress, Western has increased its understanding of the barriers students may encounter. The University also has identified short- and long-term strategies to reduce those barriers and improve both the quality and efficiency of a Western education. The list of barriers identified as most serious has evolved into the list of areas in which the University proposes to initiate improvements.

The initial transition to college is pivotal to students' success. Nationwide, withdrawal rates are highest during and after the first year. Western's freshman class is among the youngest in Washington; most of our freshmen 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 when they are freshmen or transfer students.

Western has grown so quickly over the past decade, some of the "small college" residential atmosphere of the campus may have been diminished. Possible evidence is a decline in freshman retention, which fell to 79.6 percent in 1996-97. In the 1997-99 biennium, the University initiated a series of strategies to arrest this decline and enhance the experience of first-year students. The effort has been focused on reviewing General University Requirements (GURs) and on exploring ways to increase opportunities for small group interaction, especially by introducing Freshman Interest Groups.

A faculty-staff committee is focusing attention on improving articulation and coherence of GURs and increasing freshmen access to introductory-level GUR courses. The group also proposes to increase the number of teaching assistants available for

breakout discussion groups as part of large GUR lecture classes, and improve students' connection to support services, including academic advising and tutoring, particularly in mathematics.

Western also has implemented "Freshmen Interest Groups", designed to give freshmen access to smaller and more personal instructional settings. The program focuses on lower division courses, which traditionally have large enrollments. It began as a pilot effort in the fall of 1999 with eight large lecture courses that were expected to lay the foundation for gradual expansion of the program over the next two biennia. The evaluation of the first year is very encouraging, so this request proposes to enlarge that program and expand opportunities to better integrate the learning experience for first-year students.

For a variety of reasons, students appear to want and need more advising than in the past, and lack of advising has emerged as a key barrier to student success. In particular, for publicly-funded institutions where scarce resources have limited student support services, advising for lower division students before they enter a major, and career advising in the major must be expanded. To do so, Western is taking a series of steps.

First, the University has examined successful advising programs on campus and at other institutions. We have found a clear desire on the part of students for increased guidance from advisors. Our studies also indicate greater success, including higher graduation rates, among students at universities with a strong emphasis on orientation and advising services.

At Western, we have identified needs to significantly increase the number of pre-major advising and course selection advising contacts per FTE undergraduate. The increase in advising requests came in 1998-99 at the same time the University launched "Classfinder," a new web-based advising service that rapidly locates available course sections by course, type of course, hour, etc. Students accessed "Classfinder" more than 400,000 times during its first year of operation. Students also began using new "homepages" designed by Academic Advising and Career Services to provide rapid responses to relatively routine advising questions. We now also need to provide students more academic advising opportunities at the college, department and major level.

Western also needs support to focus on intensive orientation and programs that address needs of academically at-risk students. A pilot First Alert Program that was started in FY98 has been successful in centralizing support and referral services for multicultural student populations. Cross training and coordination with other departments such as Academic Advising, Career Services, Counseling, Tutorial Center, and the Ethnic Student Center have increased the number of students seeking advising help. By fully staffing this pilot program, Western can extend services to more students, which should facilitate their success and improve their retention.

Western also proposes to establish a pilot program that would bring potential at-risk students to campus during Summer Session. The program would provide 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. The pilot program is intended to facilitate the transition problems that many of these students face in their first year at the University.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 596,284 | \$ 3,799,579 | \$ 1,664,481 |
| Fund 001, State General Fund | \$ 596,284 | \$ 3,799,579 | \$ 1,664,481 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 4.50 | 9.00 | 13.50 |
| Exempt | 2.39 | 3.39 | 5.78 |
| Classified | 1.50 | 2.50 | 4.00 |
| Hourly | 1.83 | 3.33 | 5.16 |
| Total FTEs | 10.22 | 18.22 | 28.44 |
| Salaries/Wages | | | |
| Faculty | \$ 226,452 | \$ 452,904 | \$ 679,356 |
| Exempt | \$ 76,079 | \$ 108,189 | \$ 184,268 |
| Classified | \$ 49,235 | \$ 86,802 | \$ 136,037 |
| Hourly | \$ 21,000 | \$ 38,500 | \$ 59,500 |
| Total Salaries/Wages | \$ 372,766 | \$ 686,395 | \$ 1,059,161 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 372,766 | \$ 686,395 | \$ 1,059,161 |
| B Employee Benefits | \$ 100,518 | \$ 158,802 | \$ 259,320 |
| E Goods and Services | \$ 110,000 | \$ 220,000 | \$ 330,000 |
| J Equipment | \$ 13,000 | \$ 3,000 | \$ 16,000 |
| Total Expenditures | \$ 596,284 | \$ 1,068,197 | \$ 1,664,481 |

Decision Package Component: Invest in outreach and recruitment for academically talented students

New student enrollment is critical to the well being of the University. Western is especially attractive to talented students who contribute significantly to the learning environment, improve retention, and help in recruitment. Recruitment of talented students requires creative and personalized contact. Western's Office of Admissions currently lacks sufficient personnel to do this. The staff also needs more help managing increases in scholarships and in selecting new scholarship recipients.

In large part, the strength of Western's reputation as the undergraduate institution of choice is based on the quality of the freshmen who choose to attend. As recruitment becomes more competitive and sophisticated, the Office of Admissions must be able to compete equally for talented students with institutions that are attempting to attract these students out of state. To become more proactive in the recruitment process, the University needs to acquire names of targeted categories of academically talented students and prospective students of color. The University also must be able to expand communications with prospective students and develop sophisticated Web pages and related materials.

Western also proposes to increase the appointment of its Seattle admissions counselor because that position is increasingly involved with community college transfer students. This is a unique effort in King County that merits expansion.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 80,583 | \$ 81,951 | \$ 162,534 |
| Fund 001, State General Fund | \$ 81,583 | \$ 81,951 | \$ 162,534 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.17 | 1.17 | 2.34 |
| Total FTEs | 1.17 | 1.17 | 2.34 |
| Salaries/Wages | | | |

3800 Western Washington University
 RecSum Title: Enrollment Management
 RecSum Code: P2

| | | | |
|----------------------------|-----------|-----------|------------|
| Exempt | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| Total Salaries/Wages | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 35,612 | \$ 36,681 | \$ 72,293 |
| B Employee Benefits | \$ 9,971 | \$ 10,270 | \$ 20,241 |
| E Goods and Services | \$ 35,000 | \$ 35,000 | \$ 70,000 |
| Total Expenditures | \$ 80,583 | \$ 81,951 | \$ 162,534 |

Decision Package Component: Enhance financial aid support to improve recruitment and program access

Competitive financial aid offers are increasingly important in attracting academically talented and diverse students to Western. Packaging competitive financial aid awards and conducting financial aid file reviews for current students requires individual attention by professional financial aid counselors. Because of workload volumes within the office, current students are not receiving as personal and timely attention as they need. File reviews for students whose financial circumstances have changed require increasing amounts of time. More students with financial need require more staff analysis and processing time. Lack of financial support may help explain why there appears to be an increase in the numbers of student who are choosing to reduce class loads and/or drop out completely to work. Providing support for an additional financial aid counselor will increase the University's ability to recruit new students and retain students currently enrolled.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 19,949 | \$ 20,548 | \$ 40,497 |
| Fund 001, State General Fund | \$ 19,949 | \$ 20,548 | \$ 40,497 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 0.50 | 0.50 | 1.00 |
| Total FTEs | 0.50 | 0.50 | 1.00 |
| Salaries/Wages | | | |
| Exempt | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| Total Salaries/Wages | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 15,585 | \$ 16,053 | \$ 31,638 |
| B Employee Benefits | \$ 4,364 | \$ 4,495 | \$ 8,859 |
| Total Expenditures | \$ 19,949 | \$ 20,548 | \$ 40,497 |

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

Enrollment management touches on each University Strategic Plan goal and principle. Western's Strategic Plan calls for an enrollment growth on campus of 150 FTE students per year to a maximum of 12,500 FTE average annual students. This request slows the growth rate to 120 FTE students per year in recognition of capital facility limitations. Western's utilization of classrooms already far exceeds standards set by the Higher Education Coordinating Board as a target for the year 2010. Western is concerned about the detrimental effect large enrollment increases could have on the quality of the educational experience.

Under the quality goal within the University's Strategic Plan, Western declares the following principle:

“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 indicate the extent to which enrollment objectives for each academic year are measured. In addition, Western annually submits data on accountability performance measures to the HECB. This 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 academic advising.

The Reason for the Change.

Western’s budgeted enrollment levels will continue to increase in response to the growing demand for access to higher education projected for the state. The University requests a smaller growth rate than in previous biennial operating budget proposals. This is because we realize that capital facilities utilization limits already have been reached, and Western needs time to manage better the rate of enrollment growth on campus to match the availability of capital resources.

The requested funding improvements are intended to reduce the number and complexity of barriers that students meet in completing their degrees. Improving students’ first-year experience, enhancing student advisement, improving support to students at risk and those with financial need will make the University more efficient and effective in providing a quality higher education experience for state citizens.

The Impact on Students and Services.

Primary benefits to students include: increased access to higher education; 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.

None.

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

There is a direct relationship between Western's growth rate and our 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 the planned maximum enrollment level of 12,500 FTE students. The relationship between enrollment, program and space is discussed in detail within Western's capital budget plan for 2001-2011.

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 has explored an enrollment growth moratorium until sufficient capital facilities have been constructed on campus. The University believes that such a moratorium would be unresponsive to the growing demand for higher education access within the state as defined by the OFM and HECB.

Western will continue to establish targeted high-quality off-campus programs to accommodate some of the enrollment demand. For example, the University will continue serving as fiscal agent for the North Snohomish, Island, Skagit County higher education consortium and increase the number of learning opportunities available from Western and its higher education partners in this three-county area. At the same time, however, Western recognizes that the demand for the residential, high-quality undergraduate experience for which the University has a national reputation also continues to grow within the state. By planning most of the enrollment growth for on-campus, the University is focusing on its strengths in serving state citizens.

Budget Impacts in Future Biennia.

The University is planning on enrollment growth of 120 FTE students each year until the year 2013 when total enrollment will reach the planning maximum of 12,500.

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 will reduce the State's ability to address projected enrollment growth at baccalaureate institutions and meet enrollment goals in the HECB's 2000 Master Plan for Higher Education.

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 additional 120 FTE student each year be profiled as 80 percent upper division students and 20 percent graduate students. The students are requested at a full funding level of \$9,561 per student, reflecting this proportional distribution. The amounts are based upon the HECB Educational Cost Study for 1997-98. The upper division cost of \$8,638 per upper division and \$9,436 per graduate student in the cost study were increased by 4.8% to reflect the inflation rates defined by OFM from 1997-98 to 2000-2001.

Distribution of the enrollment increase request between General Fund State and tuition revenue is based upon Western's current distribution of total costs of 67.7 percent General Fund State and 33.3 percent tuition revenue.

DECISION PACKAGE TITLE: Broaden diversity through access, personnel and curricular content.

Agency Recommendation Summary Text:

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. The University strives to increase the diversification of Western's community by enhancing diverse student recruitment and retention efforts and expanding diversity within the curriculum. Specific proposals include enhancing the Diversity Fellowship Program, establishing programs to improve retention of students who are academically at risk, enhancing admissions counseling for talented students of color, establishing program development grants within the Center for Instructional Innovation that address diversity in the curriculum, creating coaching positions in Women's Athletics to move toward Title IX compliance, and supporting human resources outreach.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 484,284 | \$ 491,653 | \$ 975,937 |
| Fund 001, State General Fund | \$ 484,284 | \$ 491,653 | \$ 975,937 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 3.00 | 3.00 | 6.00 |
| Exempt | 5.75 | 5.75 | 11.50 |
| Hourly | 0.50 | 0.50 | 1.00 |
| Total FTEs | 9.25 | 9.25 | 18.50 |
| Salaries/Wages | | | |
| Faculty | \$ 130,900 | \$ 130,900 | \$ 261,800 |
| Exempt | \$ 214,894 | \$ 220,651 | \$ 435,545 |
| Hourly | \$ 8,000 | \$ 8,000 | \$ 16,000 |
| Total Salaries/Wages | \$ 353,794 | \$ 359,551 | \$ 713,345 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 353,794 | \$ 359,551 | \$ 713,345 |
| B Employee Benefits | \$ 94,490 | \$ 96,102 | \$ 190,592 |
| E Goods and Services | \$ 31,000 | \$ 31,000 | \$ 62,000 |
| J Equipment | \$ 5,000 | \$ 5,000 | \$ 10,000 |
| Total Expenditures | \$ 484,284 | \$ 491,653 | \$ 975,937 |

Description:

Decision Package Components: Enhance diverse student recruitment and retention efforts

Western recognizes the importance of preparing students for the complexity and diversity of today's world through a commitment to exploring and better understanding diverse populations and points of view. Western intends to implement an infusion of diversity across the curriculum, especially as a component of General University Requirements.

Developing programs that enhance the diversity of our faculty is one avenue to continued progress toward these goals. Western has initiated a pilot Diversity Fellowship Program for which permanent funding of 2.0 FTE faculty is requested. This program recruits minority doctoral students to gain teaching experience in a high quality

undergraduate environment and provides them time to complete their dissertations through a reduced teaching load.

Western proposes to enhance efforts to recruit, admit and retain students of color by focusing on intensive orientation and support programs to address specific needs of these populations. A pilot program started in 1997-98 has been successful in centralizing support and referral services for minorities within Student Support Services. The request is to fund permanently this pilot program.

The pilot program includes cross training and coordination with other departments such as Academic Advising, Career Services, Counseling, Tutorial Center, and the Ethnic Student Center. This has resulted in more students seeking and receiving needed support. By fully staffing this pilot program, services can be extended to more students with the goal of further improving retention rates. The program includes quarterly monitoring of students by phone, individual advising appointments, and positive intervention and follow-up support.

Minority Retention Services and Programs offer a variety of programs. Many are tailored specifically to minority populations, but others are simply more personalized extensions of services normally offered elsewhere on campus. In many cases, Student Support Services provides the catalyst to make initial connections for students with staff and peers from other offices.

Although retention data for students of color at Western indicates improvements, it's clear the University needs to exert more effort in this area now and in the future. Currently, both African American and Native American freshmen have persistence rates significantly below those of the majority population at Western. In the future, state demographic projections indicate Western and other universities will need to be well prepared to serve significant growth in the numbers of students of Asian and Hispanic backgrounds. Research data suggests that early contact, intensive orientation and advising systems demonstrate a positive impact on students' ability to persist in higher education.

Because Western and other public baccalaureates recognize the need to increase efforts to encourage students from traditionally underserved populations to participate in public higher education, the University explicitly supports the College Awareness Project. Known as CAP, the \$1.5 million project is contained in the budget request from The Evergreen State College but it is proposed jointly by the Council of Presidents, the Higher Education Coordinating Board and the Office of the Superintendent of Public Instruction.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|----------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 72,824 | \$ 75,009 | \$ 147,833 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.75 | 1.75 | 3.50 |
| Total Salaries/Wages | \$ 56,894 | \$ 58,601 | \$ 115,495 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 56,894 | \$ 58,601 | \$ 115,495 |
| B Employee Benefits | \$ 15,930 | \$ 16,408 | \$ 32,338 |
| Total Expenditures | \$ 72,824 | \$ 75,009 | \$ 147,833 |

Decision Package Component: Increase diversification of Western's community and curriculum

This component of the decision package proposes to expand the University's Minority Fellowship Program, develop program grants through the Center for Innovative Instruction that address diversity issues within the curriculum, and provide staff support in Human Resources to enhance University outreach efforts and address issues related to employees with disabilities.

Western recognizes the importance of preparing students for the complexity and diversity of today's world through a commitment to exploring and better understanding diverse cultures. Developing programs that can enhance the diversity of our faculty and curriculum provides avenues for continued progress toward these goals. Western has initiated a Diversity Fellowship Program and requests additional funding to increase the number of fellowships from 2.0 to 4.0. This program recruits minority doctoral students to gain teaching experience in a high quality undergraduate environment and provides them with time to complete their dissertations through a reduced teaching load. Diversity Fellows will be drawn from a pool of candidates who are likely to help Western move toward our strategic goal of diversifying our curriculum and faculty.

Staff resources are requested to improve the University's efforts with minority employment outreach and to manage increasing workloads related to employee disabilities. Western remains firmly committed to attracting and retaining minority and, in certain areas, female employees as specified in the University's strategic plan. Currently, no employees in the area of human resources are specifically assigned to focus on these special groups or to work in the community to inform them about employment and career opportunities at the University. Experience has shown that outreach programs can be successful in increasing the presence of minority employees on campus. In the related area of employee disabilities, the number of employees and workloads related to FMLA and the Americans with Disabilities Act is increasing dramatically. Western requests staff support to meet planning goals and workload requirements in these special areas of human resource administration.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|---------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 366,660 | \$ 370,500 | \$ 737,160 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 3.00 | 3.00 | 6.00 |
| Exempt | 3.00 | 3.00 | 6.00 |
| Hourly | 0.50 | 0.50 | 1.00 |
| Total FTEs | 6.50 | 6.50 | 13.00 |
| Salaries/Wages | | | |
| Faculty | \$ 130,900 | \$ 130,900 | \$ 261,800 |
| Exempt | \$ 123,000 | \$ 126,000 | \$ 249,000 |
| Hourly | \$ 8,000 | \$ 8,000 | \$ 16,000 |
| Total Salaries/Wages | \$ 261,900 | \$ 264,900 | \$ 526,800 |

| | | | |
|----------------------------|------------|------------|------------|
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 261,900 | \$ 264,900 | \$ 526,800 |
| B Employee Benefits | \$ 68,760 | \$ 69,600 | \$ 138,360 |
| E Goods and Services | \$ 31,000 | \$ 31,000 | \$ 62,000 |
| J Equipment | \$ 5,000 | \$ 5,000 | \$ 10,000 |
| Total Expenditures | \$ 366,660 | \$ 370,500 | \$ 737,160 |

Decision Package Component: Address gender equity

Strenuous efforts to comply with state and federally mandated gender equity in athletics continue to be a priority at Western. In order to fulfill gender equity requirements, Western proposes to upgrade positions for women’s sports and increase support for the recruitment of female coaches and athletes as recommended by a 1995 WWU Task Force on Intercollegiate Athletics report and the Title IX Institutional Self Study conducted in the Fall of 1997.

To meet Title IX compliance, institutions need to provide equitable assignments and compensation of coaches based on proportionality of participation between men and women athletes. Western’s long-term goal is to reach and sustain compliance in salaries within two biennia. Title IX requires the University to show progress toward reaching overall compliance. A portion of the request is to meet a legal mandate. Western has limited ability to make immediate progress on facility compliance and therefore is focusing its efforts on coaching to demonstrate progress. Although Western has made strides in some areas of gender equity, complete compliance with Title IX remains elusive.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|----------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 44,800 | \$ 46,144 | \$ 90,944 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.00 | 1.00 | 2.00 |
| Total Salaries/Wages | \$ 35,000 | \$ 36,050 | \$ 71,050 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 35,000 | \$ 36,050 | \$ 71,050 |
| B Employee Benefits | \$ 9,800 | \$ 10,094 | \$ 19,894 |
| Total Expenditures | \$ 44,800 | \$ 46,144 | \$ 90,944 |

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

This decision package request supports the following Western Washington University Strategic Plan goals and principles:

Goal 1: Quality

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

Goal 2: Diversity

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

Goal 3: Community Service

- Respond to state program needs
- Involve alumni, friends, neighbors and parents

Measurement of Objectives and Performance Measures.

Outcome measures will track persistence to graduation data for ethnic minorities and other special populations. Output measures also will monitor the number of orientation sessions held for ethnic minorities, the number of in-office contacts with ethnic minorities and other special populations, and the number of referrals to campus services. Objectives can be measured by the percentage of minority faculty and the number of students enrolled in courses with a focus on issues of diversity.

The Reason for the Change.

At Western, diversity is considered to be an integral component of a quality education. 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.

The Impact on Students and Services.

Diversity is viewed as an educational opportunity for the entire University community. The University curriculum will include programs and courses that examine issues related to the full range of diversity.

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

Development of a state population that has an understanding of, and experience with, diversity.

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.

This decision package request focuses on only a few of the program initiatives explored by the University to create a more diverse community and learning experience.

Budget Impacts in Future Biennia.

None related to specific requests other than continuation of funding levels.

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

All components of the decision package are ongoing funding needs.

Effects of Non-Funding.

Western will continue to address issues of diversity and will strive to increase the diversity of the campus community and curriculum. The specific program proposals in this decision package will have to be developed over time and at the expense of other programmatic and service needs if the University has to reallocate resources toward this strategic goal.

DECISION PACKAGE TITLE: Advance academic program quality.

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.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 2,268,098 | \$ 2,751,798 | \$ 5,019,896 |
| Fund 001, State General Fund | \$ 2,268,098 | \$ 2,751,798 | \$ 5,019,896 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 14.50 | 22.25 | 36.75 |
| Exempt | 2.00 | 2.00 | 4.00 |
| Classified | 9.50 | 13.50 | 23.00 |
| Hourly | 1.20 | 1.20 | 2.40 |
| Total FTEs | 27.20 | 38.95 | 66.15 |
| Salaries/Wages | | | |
| Faculty | \$ 710,700 | \$ 1,024,100 | \$ 1,734,800 |
| Exempt | \$ 100,000 | \$ 100,000 | \$ 200,000 |
| Classified | \$ 352,600 | \$ 309,600 | \$ 662,200 |
| Hourly | \$ 55,000 | \$ 55,000 | \$ 110,000 |
| Total Salaries/Wages | \$ 1,218,300 | \$ 1,488,700 | \$ 2,707,000 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 1,218,300 | \$ 1,488,700 | \$ 2,707,000 |
| B Employee Benefits | \$ 327,298 | \$ 384,598 | \$ 711,896 |
| E Goods and Services | \$ 141,000 | \$ 227,000 | \$ 368,000 |
| J Equipment | \$ 581,500 | \$ 651,500 | \$ 1,233,000 |
| Total Expenditures | \$ 2,268,098 | \$ 2,751,798 | \$ 5,019,896 |

Description:

The objectives within this decision package are to: address components of educational quality at all instructional levels; support curricular and instructional innovation using technology where appropriate; enhance library support; and improve the quality of undergraduate programs by strengthening graduate education and research programs.

Decision Package Component: 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 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.

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, and to provide operations support and equipment for them.

Increased office and technical support for departments and colleges is essential to meet increased demands of higher enrollment. The University has consistently allocated funding increases to support more instructional resources, primarily additional faculty. 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.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 432,568 | \$ 432,568 | \$ 865,136 |
| Fund 001, State General Fund | \$ 432,568 | \$ 432,568 | \$ 865,136 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 2.25 | 2.25 | 4.50 |
| Exempt | 1.00 | 1.00 | 2.00 |
| Classified | 3.50 | 3.50 | 7.00 |
| Total FTEs | 6.75 | 6.75 | 13.50 |
| Salaries/Wages | | | |
| Faculty | \$ 91,500 | \$ 91,500 | \$ 183,000 |
| Exempt | \$ 55,000 | \$ 55,000 | \$ 110,000 |
| Classified | \$ 132,100 | \$ 132,100 | \$ 264,200 |
| Total Salaries/Wages | \$ 278,600 | \$ 278,600 | \$ 557,200 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 278,600 | \$ 278,600 | \$ 557,200 |
| B Employee Benefits | \$ 77,968 | \$ 77,968 | \$ 155,936 |
| E Goods and Services | \$ 51,000 | \$ 51,000 | \$ 102,000 |
| J Equipment | \$ 25,000 | \$ 25,000 | \$ 50,000 |
| Total Expenditures | \$ 432,568 | \$ 432,568 | \$ 865,136 |

Decision Package Component: Support curricular and instructional innovation using technology where appropriate

This component proposes to support curricular and instructional innovation using technology by: providing technology support for delivery of instruction and services; providing adequate support for equipment maintenance; enhancing development of innovative and technical 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. Included in this request component is funding for the Center for Instructional Innovation which prepares faculty to use technology in instruction and implement new technical curricular strategies.

The Center was started in 1997-98 to meet the need for faculty development in instructional technology and curricular transformation, and to serve as the catalyst for encouraging curricular transformation across disciplines. 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. Ultimately, Western students will benefit from Center efforts to help foster a climate of academic quality and instructional innovation.

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. Western's approach to curricular transformation through technology begins with providing release time and summer stipends for faculty who are developing integrative and holistic learning experiences for students. Subsequent years of funding technological transformation in the classroom will systematically shift resources toward programmatic transformations by assisting programs and departments with faculty development and training.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 432,568 | \$ 432,568 | \$ 865,136 |
| Fund 001, State General Fund | \$ 432,568 | \$ 432,568 | \$ 865,136 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 2.25 | 2.25 | 4.50 |
| Exempt | 1.00 | 1.00 | 2.00 |
| Classified | 3.50 | 3.50 | 7.00 |
| Total FTEs | 6.75 | 6.75 | 13.50 |
| Salaries/Wages | | | |
| Faculty | \$ 91,500 | \$ 91,500 | \$ 183,000 |
| Exempt | \$ 55,000 | \$ 55,000 | \$ 110,000 |
| Classified | \$ 132,100 | \$ 132,100 | \$ 264,200 |
| Total Salaries/Wages | \$ 278,600 | \$ 278,600 | \$ 557,200 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 278,600 | \$ 278,600 | \$ 557,200 |
| B Employee Benefits | \$ 77,968 | \$ 77,968 | \$ 155,936 |
| E Goods and Services | \$ 51,000 | \$ 51,000 | \$ 102,000 |
| J Equipment | \$ 25,000 | \$ 25,000 | \$ 50,000 |
| Total Expenditures | \$ 432,568 | \$ 432,568 | \$ 865,136 |

Decision Package Component: Enhance library support

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 access point to information 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. The Office of Financial Management instructions on development of the Maintenance Level Budget provides for inflation rates of 2.1 percent in 2001-02 and 2.4 percent in 2002-03. 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.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 295,000 | \$ 365,000 | \$ 660,000 |
| Fund 001, State General Fund | \$ 295,160 | \$ 365,000 | \$ 660,000 |
| 2. Objects of Expenditure: | | | |
| J Equipment | \$ 295,000 | \$ 365,000 | \$ 660,000 |

Decision Package Component: Improve the quality of undergraduate programs by strengthening graduate education and research programs

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 are 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 component requests funding (\$400,000) for equipment new faculty expect to receive as part of the recruitment and hiring process, an increase (\$112,800) in the number of research grants provided to faculty to pursue their scholarly and research interests, and an increase (\$225,760) in the number of Graduate Teaching Assistants to assist faculty in their academic workloads. Increased support for faculty research has been proposed by the University Planning Council of the Faculty Senate and supported by the administration.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 336,080 | \$ 402,480 | \$ 738,560 |
| Fund 001, State General Fund | \$ 336,080 | \$ 402,480 | \$ 738,560 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 4.00 | 8.00 | 12.00 |
| Total FTEs | 4.00 | 8.00 | 12.00 |

| | | | |
|----------------------------|------------|------------|------------|
| Salaries/Wages | | | |
| Faculty | \$ 66,400 | \$ 132,800 | \$ 199,200 |
| Other | \$ 40,000 | \$ 40,000 | \$ 80,000 |
| Total Salaries/Wages | \$ 106,400 | \$ 172,800 | \$ 279,200 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 106,400 | \$ 172,800 | \$ 279,200 |
| B Employee Benefits | \$ 19,680 | \$ 19,680 | \$ 39,360 |
| J Equipment | \$ 210,000 | \$ 210,000 | \$ 420,000 |
| Total Expenditures | \$ 336,080 | \$ 402,480 | \$ 738,560 |

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 are 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

- 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 and management
- Promote employee professional development
- Preserve and enhance the physical aspects of the campus

Goal 2: Diversity

- 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. Other measures of the objectives are referenced in the interinstitutional accountability measure 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 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 2001-2011 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 seek sometimes less desirable alternatives and continual reallocations to achieve strategic goals. Western requests per-student-funding at least equal to the average received by its Washington peers.

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 2003-05 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: Establish “Partnerships” to address State and University program objectives.

Agency Recommendation Summary Text:

Western Washington University proposes to establish partnerships to address state and University program objectives. Specific initiatives include implementing new articulation strategies with community and technical colleges which facilitate students’ transfer to upper division instruction, establishing partnerships with K-12 to meet new certification and endorsement requirements, meeting costs associated with “high demand – high cost” programs, developing certification initiatives with Native American programs, and implementing targeted enrollment programs for underserved students through NSIS and other state consortiums, using the K-20 network whenever practicable.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 532,100 | \$ 743,564 | \$1,275,664 |
| Fund 001, State General Fund | \$ 532,100 | \$ 743,564 | \$1,275,664 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 0.75 | 0.75 | 1.50 |
| Exempt | 2.00 | 2.00 | 4.00 |
| Classified | 2.50 | 3.75 | 6.25 |
| Total FTEs | 5.25 | 6.50 | 11.75 |
| Salaries/Wages | | | |
| Faculty | \$ 160,000 | \$ 260,000 | \$ 420,000 |
| Exempt | \$ 75,100 | \$ 75,100 | \$ 150,200 |
| Classified | \$ 95,000 | \$ 138,175 | \$ 233,175 |
| Total Salaries/Wages | \$ 330,100 | \$ 473,275 | \$ 803,375 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 330,100 | \$ 473,275 | \$ 803,375 |
| B Employee Benefits | \$ 78,000 | \$ 106,289 | \$ 184,289 |
| E Goods and Services | \$ 88,000 | \$ 128,000 | \$ 216,000 |
| J Equipment | \$ 36,000 | \$ 36,000 | \$ 72,000 |
| Total Expenditures | \$ 532,100 | \$ 743,564 | \$1,275,664 |

Description:

Decision Package Component: Implement new articulation strategies with community and technical colleges

As student recruitment becomes more competitive and sophisticated, the Office of Admissions must remain competitive. During the current biennium, Western’s Admissions Office intends to use one-time funding to build a data base that includes specific course equivalencies of all Washington community and technical colleges and other institutions that send significant numbers of transfers to the University. For the 2001-03 biennium, the office will build on that database, maintain it, and develop related initiatives that assist transfers throughout the college search and admissions process. This effort must be implemented jointly with the Registrar’s Office, Academic Advising Services, and academic programs because it will be linked to a new degree audit program. The equivalencies change annually due to yearly catalogs and on-going curriculum development.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 24,200 | \$ 34,664 | \$ 58,864 |
| Fund 001, State General Fund | \$ 24,200 | \$ 34,664 | \$ 58,864 |
| 2. Staffing FTE (B6) | | | |
| Classified | 0.50 | 0.75 | 1.25 |
| Salaries/Wages | | | |
| Exempt | \$ 15,000 | \$ 23,175 | \$ 38,175 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 15,000 | \$ 23,175 | \$ 38,175 |
| B Employee Benefits | \$ 4,200 | \$ 6,489 | \$ 10,689 |
| E Goods and Services | \$ 5,000 | \$ 5,000 | \$ 10,000 |
| Total Expenditures | \$ 24,200 | \$ 34,664 | \$ 58,864 |

Decision Package Component: Enhance partnerships with K-12

Colleges of Education at Washington baccalaureate institutions have been assigned additional responsibilities for K-12 teacher endorsement and certification. Beginning September 1 of this year, the only way a teacher can add an endorsement to an existing certificate is to complete a defined endorsement program at a university. Candidates must have endorsement plans reviewed and approved by a single, approved teacher education program. This will require a higher level of review by University personnel and more advising of students.

Beginning September 1, 2001, candidates working toward what was called a continuing certificate must seek what will be called a Professional Certificate. This process, which once constituted a collection of 45 credits, will become an individualized plan of study coordinated by approved teacher preparation programs working collaboratively with public school districts and candidates. Universities are required to assume responsibility as designated agencies for the professional development of teachers but have not been provided accompanying resources to support the individual advising and collaborative activities that will be an essential part of every Professional Certificate program.

Western recommended more teacher education candidates for certification last year than any other teacher preparation program in the state. The University believes that many of our graduates will want to continue to work with us as they move toward earning a Professional Certificate. That will require additional resources. If we work only with new teachers in our region, we will still be responsible for coordinating individual professional development plans for approximately 350 new candidates each year. However, Western anticipates receiving requests from all over the state as our graduates accept teaching positions throughout Washington. The University needs resources to accommodate new responsibilities.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 143,000 | \$ 143,000 | \$ 286,000 |
| Fund 001, State General Fund | \$ 143,000 | \$ 143,000 | \$ 286,000 |

| | | | |
|----------------------------|------------|------------|------------|
| 2. Staffing FTE (B6) | | | |
| Faculty | 0.75 | 0.75 | 1.50 |
| Exempt | 1.00 | 1.00 | 2.00 |
| Total FTEs | 1.75 | 1.75 | 3.50 |
| Salaries/Wages | | | |
| Faculty | \$ 60,000 | \$ 60,000 | \$ 120,000 |
| Exempt | \$ 40,000 | \$ 40,000 | \$ 80,000 |
| Total Salaries/Wages | \$ 100,000 | \$ 100,000 | \$ 200,000 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 100,000 | \$ 100,000 | \$ 200,000 |
| B Employee Benefits | \$ 28,000 | \$ 28,000 | \$ 56,000 |
| E Goods and Services | \$ 10,000 | \$ 10,000 | \$ 20,000 |
| J Equipment | \$ 5,000 | \$ 5,000 | \$ 10,000 |
| Total Expenditures | \$ 143,000 | \$ 143,000 | \$ 286,000 |

Decision Package Component: Meet “High Demand - High Cost” Program Needs

Western has identified Computer Science as a “High Demand-High Cost” program. This program experiences a heavy demand from students to enroll and address specific needs for graduates within the state. While the University wants to help the State meet enrollment demands, it lacks the resources needed to accommodate that demand at any enrollment level. Due to the nature of the program, the costs of hiring faculty and providing support to the program makes it difficult to sustain current enrollments.

For the Computer Science Program, Western requests funding to upgrade faculty positions at the salary level needed to attract qualified faculty. A salary survey by the Computing Research Association of comparable institutions on the west coast indicates that Western’s faculty salaries for Computer Science lag by 29.7 percent for entry level faculty and by more than 100 percent for senior faculty. In the most recent search to fill a Computer Science faculty position, Western attracted only eight applicants. Only one applicant met minimum requirements for the position, and even then the applicant did not meet department needs. The department continues to face fiscal challenges in retaining and hiring qualified faculty.

In addition, these programs require computer and laboratory technicians at salary levels that are competitive in the marketplace, instructional equipment and computer laboratory workstations stations that remain at current levels of technology, and computer stations and equipment for faculty and technicians that also remain at the leading edge of technology. Without this investment in these high cost programs, the University will have a difficult time producing graduates who are employable and useful to Washington business and industry, even at current enrollment levels.

Western is currently restricted in the number of new students it can accommodate because of limited capital resources. Until new facilities are constructed, the University is not in a position to propose “High Demand Enrollments” which increase student FTE enrollments. Instead, Western requests funds for “High Demand – High Cost” programs so we can provide a current and high quality education to existing enrollments who want to pursue degrees in these fields.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 256,000 | \$ 417,000 | \$ 673,000 |
| Fund 001, State General Fund | \$ 256,000 | \$ 417,000 | \$ 673,000 |
| 2. Staffing FTE (B6) | | | |
| Classified | 0.00 | 3.00 | 3.00 |
| Salaries/Wages | | | |
| Faculty | \$ 100,000 | \$ 200,000 | \$ 300,000 |
| Classified | \$ 80,000 | \$ 115,000 | \$ 195,000 |
| Total Salaries/Wages | \$ 180,000 | \$ 315,000 | \$ 495,000 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 180,000 | \$ 315,000 | \$ 495,000 |
| B Employee Benefits | \$ 36,000 | \$ 62,000 | \$ 98,000 |
| E Goods and Services | \$ 10,000 | \$ 10,000 | \$ 20,000 |
| G Equipment | \$ 30,000 | \$ 30,000 | \$ 60,000 |
| Total Expenditures | \$ 256,000 | \$ 417,000 | \$ 673,000 |

Decision Package Component: Support development of and participate in statewide early outreach programs for underrepresented students

Huxley College of Environmental Sciences is establishing programs that address the need of Tribal Councils throughout the state for Native American environmental sciences professionals able to manage successfully in both modern and traditional worlds. This bridge across conflicting cultural values has not been easily navigated by Native American youth, whose college graduation rates have generally remained low. Huxley College has initiated an innovative collaboration among Western, The Evergreen State College and Northwest Indian College (NWIC) that establishes a national model program of interdisciplinary study with special attention to Indian learning styles. The courses are carefully designed to relate science, political science, economics and history to tribal law, jurisdiction, treaties and cultural issues.

Four hours a day, five days a week, 18 students attend instruction at NWIC on the Lummi Reservation to study connections among their native communities, the environment and the larger society. They represent 10 tribes from Maine to Alaska. Instructors come from each of the institutions involved, and from local industry, government and tribal agencies. The goal is to graduate students with associate degrees that allow direct transfer to four-year university programs, and can qualify graduates for technical positions in environmental protection and natural resource management.

The future of the program may depend on the success of the first class. The program has been primarily funded through a three-year grant from the Advanced Technology Education Program of the National Science Foundation. The grant concludes this year as the inaugural class graduates. Western requests state funding to continue participation in the program. Funding will be used for faculty release time and operating costs associated with teaching within the program.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 100,000 | \$ 100,000 | \$ 200,000 |
| Fund 001, State General Fund | \$ 100,000 | \$ 100,000 | \$ 200,000 |

| | | | |
|----------------------------|------------|------------|------------|
| 2. Objects of Expenditure: | | | |
| E Goods and Services | \$ 100,000 | \$ 100,000 | \$ 200,000 |

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, addresses each of these goals and strategic principles:

Goal 1: Quality

- Continue to improve quality
- Strengthen interdisciplinary and graduate programs
- Maintain and improve technological infrastructure
- Ensure quality of co-curricular programs
- Improve enrollment planning and management

Goal 2: Diversity

- 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

The Reason for the Change.

The reasons for the proposed changes are described in the narrative for each decision package component.

The Impact on Students and Services.

Each component has a unique impact on students served, as described in the narrative.

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

Support requested for the new K-12 certificate and endorsement requirements impacts all K-12 school districts in the state and their teachers. Funding of that request will provide the means to address these new requirements to be addressed.

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.

Budget Impacts in Future Biennia.

All request items require carry-forward funding into future biennia.

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

There are no one-time funding components within this decision package.

Effects of Non-Funding.

The following impacts can be assumed if components of this decision package are not funded:

- CTC articulation: Students will continue to face difficulties transferring to and graduating, which will require them – and the state – to devote more time and resources to completion of their degrees.
- “High Demand – High Cost” programs: The University will continue to struggle to maintain current enrollments in these programs as costs increase and as it becomes increasingly difficult to employ highly qualified personnel.
- K-12 Certification and Endorsement requirements: Teachers will have problems attaining the required instruction as institutions consolidate programs and services within current resources.
- Environmental Studies Program at the NWIC: As the grant terminates, Huxley College will be unable to support faculty participation in this innovative and much needed program.

DECISION PACKAGE TITLE: Upgrade Equipment and Implement Current Technology to Improve Educational Quality.

Agency Recommendation Summary Text:

Western Washington University proposes to maintain the technological currency required in the classroom by establishing an ongoing technology/equipment replacement and maintenance program and expanding technological infrastructure to meet operational and maintenance requirements. Western also proposes to establish comprehensive Web-based information systems for information presentation, submission, dissemination, and management purposes. The University believes ensuring technological currency and expanding Web-based information systems are critical to preparing graduates who are ready for current and future careers.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,745,000 | \$ 1,745,000 | \$ 3,490,000 |
| Fund 001, State General Fund | \$ 1,745,000 | \$ 1,745,000 | \$ 3,490,000 |
| 2. Staffing FTE (B6) | | | |
| Faculty | 1.50 | 1.50 | 3.00 |
| Exempt | 1.00 | 1.00 | 2.00 |
| Classified | 4.00 | 4.00 | 8.00 |
| Total FTEs | 6.50 | 6.50 | 13.00 |
| Salaries/Wages | | | |
| Faculty | \$ 105,400 | \$ 105,400 | \$ 210,800 |
| Exempt | \$ 55,200 | \$ 55,200 | \$ 110,400 |
| Classified | \$ 151,250 | \$ 151,250 | \$ 302,500 |
| Total Salaries/Wages | \$ 311,850 | \$ 311,850 | \$ 623,700 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 311,850 | \$ 311,850 | \$ 623,700 |
| B Employee Benefits | \$ 87,150 | \$ 87,150 | \$ 174,300 |
| E Goods and Services | \$ 130,000 | \$ 130,000 | \$ 260,000 |
| J Equipment | \$ 1,216,000 | \$ 1,216,000 | \$ 2,432,000 |
| Total Expenditures | \$ 1,745,000 | \$ 1,745,000 | \$ 3,490,000 |

Description:

As described in its strategic plan, the University requests support to maintain and improve Western's technological infrastructure, 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. Specific components of this decision package include implementation of a sustained equipment replacement program, expansion of technological infrastructure, establishment of comprehensive Web-based information systems, and increased support for research equipment to benefit the classroom.

In June 2000, Western's Office of Institutional Assessment and Testing published a report titled "Western Washington University Faculty Instructional Technology Survey Results". This report is based on a survey of Western's faculty conducted in January

2000. The full report can be found in Attachment A of this request document. The following is the summary conclusions statement from that report:

“Responses to the survey demonstrate that Western faculty already make extensive use of instructional technologies in their classes. There is a widespread feeling that many of these technologies promote student involvement, enrich student experience, and improve student learning. Moreover, faculty appear eager to include even more such technologies. A vast majority of respondents (87%) plan to increase their use of instructional technologies in the near future.

Already the use of email and a course website have become commonplace. But the popularity of these technologies raises many questions about the best ways to support faculty in designing, constructing, and maintaining course websites, which are a great deal of work.

Survey responses suggest a strong consensus among faculty that most, if not all, classrooms should be minimally equipped with similar, mutually compatible computers with attached projection facilities, internet access, and the most common presentation software; a television and VCR; and a transparency projector.

Whether, how and how quickly to address this demand for classroom media equipment is a complex question beyond the scope of this survey. However, these data clearly indicate a strong and rapidly growing demand among faculty that these needs be addressed, and the conviction of many that such developments are of significant value improving both instruction and student learning.”

Decision Package Component: Implement a sustained equipment replacement program and address instructional technology needs

Western requests that state higher education policy be established to ensure a consistent funding base for provision of current technologies in the classroom. Two years ago, 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 the 2001-03 biennium, Western continues to support establishment of a state-level strategy to ensure technological currency in the classroom in two ways. First, Western fully endorses the Council of President’s cooperative agenda on technology instructional equipment and training for the six public baccalaureates. Secondly, Western has reduced its 1999-2001 technological currency request from \$4.2 million to \$2.42 million for 2001-03 in hopes of gaining modest assistance from state appropriations to help the University remain current with technology in the classroom and in instructional support functions.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 1,210,000 | \$ 1,210,000 | \$ 2,420,000 |
| Fund 001, State General Fund | \$ 1,210,000 | \$ 1,210,000 | \$ 2,420,000 |

| | | | | |
|----------------------------|--|--------------|--------------|--------------|
| 2. Objects of Expenditure: | | | | |
| E Goods and Services | | \$ 110,000 | \$ 110,000 | \$ 220,000 |
| J Equipment | | \$ 1,100,000 | \$ 1,100,000 | \$ 2,200,000 |
| Total Expenditures | | \$ 1,210,000 | \$ 1,210,000 | \$ 2,420,000 |

Decision Package Component: Expand technological infrastructure

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. Funding is requested for the Center for Instructional Innovation to prepare faculty to use technology in instruction and implement new technical curricular strategies developed through the Center.

The Center was started in 1997-98 to address the need for faculty development in instructional technology and curricular transformation, and to serve as the catalyst to encourage curricular transformation across disciplines. Additional support is required to help better prepare faculty to effectively use new technologies that lead to instructional enhancements, including Web-based teaching applications, use of the K-20 network, and a host of other technologically-facilitated teaching methods. Ultimately, Western's students will benefit from the efforts of the Center as it helps foster a climate of academic quality and instructional innovation.

Technological transformation of traditional courses demands sound pedagogical planning and careful application of available technologies. To assist faculty in creating classroom applications that are technologically enhanced, faculty development must be strategically executed and adequately funded. Western's approach to curricular transformation through technology begins with providing release time and summer stipends for faculty who are working toward integrative and holistic learning experiences for their students. Subsequent years of funding technological transformation in the classroom will systematically shift resources and emphasis toward programmatic transformations by assisting programs and departments through faculty development and training.

Western has achieved a national reputation for efficiency. An improved technological infrastructure is one way to continue to improve operating efficiency to support more students within limited budgets. In the past two biennia, we have dedicated funds to purchase computer workstations for faculty, upgrade facilities in student computer labs, and start the Center for Instructional Innovation. While increased use of computer and information technology results in efficiencies of delivery of both instruction and services, it also adds costs to departments for hardware, software and maintenance. Current budgets have not kept pace with increased demands. This component will provide positions to maintain equipment and computer networks, additional operating expenses for computer laboratories, and a level of spare parts that can be used to expedite repair of inoperable equipment.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 385,000 | \$ 385,000 | \$ 770,000 |
| Fund 001, State General Fund | \$ 385,000 | \$ 385,000 | \$ 770,000 |

| | | | |
|----------------------------|------------|------------|------------|
| 2. Staffing FTE (B6) | | | |
| Faculty | 1.50 | 1.50 | 3.00 |
| Exempt | 1.00 | 1.00 | 2.00 |
| Classified | 3.00 | 3.00 | 6.00 |
| Total FTEs | 5.50 | 5.50 | 11.00 |
| Salaries/Wages | | | |
| Faculty | \$ 105,400 | \$ 105,400 | \$ 210,800 |
| Exempt | \$ 55,200 | \$ 55,200 | \$ 110,400 |
| Classified | \$ 120,000 | \$ 120,000 | \$ 240,000 |
| Total Salaries/Wages | \$ 280,600 | \$ 280,600 | \$ 561,200 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 280,600 | \$ 280,600 | \$ 561,200 |
| B Employee Benefits | \$ 78,400 | \$ 78,400 | \$ 156,800 |
| E Goods and Services | \$ 20,000 | \$ 20,000 | \$ 40,000 |
| J Equipment | \$ 6,000 | \$ 6,000 | \$ 12,000 |
| Total Expenditures | \$ 385,000 | \$ 385,000 | \$ 770,000 |

Decision Package Component: Establish comprehensive Web-based information systems

Increasingly, the Web is being used as the source of information about Western. Examples of the University's recently developed use of the Web for disseminating information include: academic department advising information for students, course scheduling, student information, institutional research data files and a data warehouse, management information, personnel information and accountability and assessment information. Potential use of the Web for information dissemination is unlimited. The public and the University community expect to see increasing use of the Web as an informational source. Western needs technical staff support for developing information systems that will be made available on the Web in order to plan and furnish essential information to all users.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 40,000 | \$ 40,000 | \$ 80,000 |
| Fund 001, State General Fund | \$ 40,000 | \$ 40,000 | \$ 80,000 |
| 2. Staffing FTE (B6) | | | |
| Classified | 1.00 | 1.00 | 2.00 |
| Salaries/Wages | | | |
| Classified | \$ 31,250 | \$ 31,250 | \$ 62,500 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 31,250 | \$ 31,250 | \$ 62,500 |
| B Employee Benefits | \$ 8,750 | \$ 8,750 | \$ 17,500 |
| Total Expenditures | \$ 40,000 | \$ 40,000 | \$ 80,000 |

Decision Package Component: Increase support for research equipment

Faculty at Western are actively engaged in scholarship, research and creative activity both to support teaching and for the advancement of knowledge. Because Western does not offer doctoral programs or operate large-scale research institutes, resources for

research are less substantial than those available at “research” universities. However, Western maintains a considerable investment in its academic programs and a reputation as a teaching institution that cannot be sustained without faculty competent and active in their fields of expertise. Research is interwoven with the teaching mission of this University. To recruit and retain top quality faculty, Western must be able to provide educators with research equipment and allow them to advance their scholarship. For these reasons, Western requests augmentation of its equipment budget to enhance faculty research equipment.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 110,000 | \$ 110,000 | \$ 220,000 |
| Fund 001, State General Fund | \$ 110,000 | \$ 110,000 | \$ 220,000 |
| 2. Objects of Expenditure: | | | |
| J Equipment | \$ 110,000 | \$ 110,000 | \$ 220,000 |
| Total Expenditures | \$ 110,000 | \$ 110,000 | \$ 220,000 |

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

The University’s Strategic Plan states that continuous improvement in the quality of the academic programs will stress 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.

This decision package contributes to all strategic principles within the University’s strategic plan including:

- Continue to improve quality
- Strengthen interdisciplinary and graduate programs
- Improve library holdings and access to library resources
- Maintain and improve technological infrastructure
- Ensure the quality of co-curricular programs
- Improve enrollment planning and management
- Promote employee professional development
- Provide an educational experience reflecting diversity
- Respond to state program needs
- Contribute scholarship and research to the community

Measurement of Objectives and Performance Measures.

Western will continue to measure the number of student hours scheduled in University or departmental computer labs per FTE undergraduate as an institutional performance measure. However, this measure is reaching its natural limit for this type of instruction, and the most active area of innovation in the use of information technology is now in the expansion of web-based coursework, rather than in the use of computer laboratories for instruction. The University also will continue to use such measurement tools as the Web-based survey of instructional technology, referenced above and included in this request document as Attachment A.

The Reason for the Change.

The University seeks to provide the best undergraduate education in those areas consistent with its mission. Key factors in creating and maintaining a learning environment committed to the pursuit of quality education include well-equipped classrooms and laboratories, library resources, academic and administrative computing, and other learning resources. Quality education requires access to and use of the technological knowledge base. Western is striving to assure that programs of study are coherent, reflect current methodologies, technologies and information, and are intellectually challenging. The University is determined to improve library holding and access to library resources, including using advanced information technologies to improve information procurement.

The Impact on Students and Services.

Students will have access to current technology and will graduate ready to move into the workplace with useable skills.

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

None

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

The University's capital budget addresses the need to accommodate technology and equipment within facilities primarily through minor works projects.

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 created a partnership with students to help support increasing costs of technology and became the first public baccalaureate to establish a student technology fee. The University considered asking students for an increase in this quarterly fee, but believes such an increase, in addition to expected increases in tuition, could place an unacceptable fiscal burden on students that more appropriately should be assumed as part of an established state-funded budget strategy.

Budget Impacts in Future Biennia.

A long-term strategy for technology currency will require a continuing funding commitment.

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

Equipment expenditures are normally considered as one-time costs. However, Western is proposing a long-term commitment to technology currency that will require an ongoing, and possibly increasing, funding commitment.

DECISION PACKAGE TITLE: Address University infrastructure requirements.

Agency Recommendation Summary Text:

Western Washington University requests support to address facilities maintenance and preservation requirements, provide assistance in meeting unfunded external mandates, maintain the safest possible campus, and make available adequate infrastructure support services. Specific initiatives include enhancing facilities maintenance and repair programs, supporting physical development planning and neighborhood relations, enhancing environmental health and safety and risk management programs, and meeting reporting requirements.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 759,104 | \$ 1,209,899 | \$ 1,969,003 |
| Fund 001, State General Fund | \$ 759,104 | \$ 1,209,899 | \$ 1,969,003 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.30 | 1.50 | 2.80 |
| Classified | 11.88 | 17.65 | 29.53 |
| Total FTEs | 13.18 | 19.15 | 32.33 |
| Salaries/Wages | | | |
| Exempt | \$ 46,517 | \$ 59,608 | \$ 106,125 |
| Classified | \$ 361,325 | \$ 614,295 | \$ 975,620 |
| Total Salaries/Wages | \$ 407,842 | \$ 673,903 | \$ 1,081,745 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 407,842 | \$ 673,903 | \$ 1,081,745 |
| B Employee Benefits | \$ 107,962 | \$ 189,160 | \$ 297,122 |
| E Goods and Services | \$ 174,500 | \$ 284,336 | \$ 458,836 |
| J Equipment | \$ 68,800 | \$ 62,500 | \$ 131,300 |
| Total Expenditures | \$ 759,104 | \$ 1,209,899 | \$ 1,969,003 |

Description:

Decision Package Component: Address facilities maintenance and preservation requirements

Facilities supporting Western's continued drive for excellence in its academic programs demand appropriate attention to long-term maintenance and preservation. In 1996, Western developed an extensive program to identify deferred and projected maintenance costs for all University facilities. This system first identifies deferred maintenance requirements for all facilities based on on-site inspections of each facility, then adds all planned future maintenance and preservation requirements for each facility. After all current and future maintenance and preservation requirements are identified, the University uses the program to determine the cost impact of addressing all deferred maintenance and meeting future maintenance and preservation requirements.

Western seeks to implement its plan to eliminate deferred maintenance and meet all future requirements. This plan, to be applied to both the operating and capital budgets, concentrates funding on the highest priority deferred maintenance problems and schedules projects to ensure that future requirements do not add to the deferred maintenance problem.

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. The following program proposals are included in the biennial request for increased support:

1. Create teams of trades 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.

This decision package request for the 2001-03 biennium is a small fraction of the maintenance costs identified by Western's BMAR system to address the current backlog of maintenance and to keep up with scheduled and preventive maintenance projects. Western requests development of a state-level, long-term strategy to address facilities maintenance problems faced by higher education institutions. The University is prepared to present the full impact of this problem and demonstrate the BMAR system.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 321,200 | \$ 594,400 | \$ 915,600 |
| Fund 001, State General Fund | \$ 321,200 | \$ 594,400 | \$ 915,600 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 0.00 | 0.50 | 0.50 |
| Classified | 5.53 | 8.23 | 13.76 |
| Total FTEs | 5.53 | 8.73 | 14.26 |
| Salaries/Wages | | | |
| Exempt | \$ 0 | \$ 25,000 | \$ 25,000 |
| Classified | \$ 158,300 | \$ 318,100 | \$ 476,400 |
| Total Salaries/Wages | \$ 158,300 | \$ 343,100 | \$ 501,400 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 158,300 | \$ 343,100 | \$ 501,400 |
| B Employee Benefits | \$ 44,600 | \$ 103,900 | \$ 148,500 |
| E Goods and Services | \$ 73,000 | \$ 88,200 | \$ 161,200 |
| J Equipment | \$ 45,300 | \$ 59,200 | \$ 104,500 |
| Total Expenditures | \$ 321,200 | \$ 594,400 | \$ 915,600 |

Decision Package Component: Provide assistance in meeting unfunded external mandates

This decision package component contains the following needs that must be met by the University in order to comply with local, state or federal mandates:

- Ongoing support to continue long-range physical development planning processes required by the City of Bellingham comprehensive planning processes. While the Institutional Master Plan for the WWU “neighborhood” (as defined by the City of Bellingham comprehensive planning process) will be completed this fiscal year, the University is required to participate in the planning process for each of three adjacent neighborhood plans yet to be developed and approved by the City. This program requires permanent funding in the operating budget to build on the collaborative relationships already established with the City and the neighborhoods adjacent to the University. By participating in joint physical planning efforts, the University and the City create a positive environment for public participation in the process and maintain clear communications with affected neighborhoods on Western’s long-range planning efforts.
- A staffing proposal to meet the National Athletic Trainers’ Association guidelines requiring that athletic trainers complete an accreditation program. Western’s current Student Athletic Trainer Internship Program will no longer be useful for students who wish to become certified as a trainer. Instead, trainers required by athletic programs will shift from unpaid interns to Certified Athletic Trainers employed on an hourly basis.
- Support to assist in tax research (federal and state), administration of unrelated business income tax, employment tax, real estate tax, non-resident alien tax, analysis of proposed tax changes, and the potential impact they would have on the University. Tax laws are frequently changing, and such support would help the University define and meet its tax obligations.
- Support to comply with recent tax law changes requiring the University to send IRS form 1098T to all applicable students.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 185,311 | \$ 191,601 | \$ 376,912 |
| Fund 001, State General Fund | \$ 185,311 | \$ 191,601 | \$ 376,912 |
| 2. Staffing FTE (B6) | | | |
| Exempt | 1.00 | 1.00 | 2.00 |
| Classified | 3.60 | 3.60 | 7.20 |
| Total FTEs | 4.60 | 4.60 | 9.20 |
| Salaries/Wages | | | |
| Exempt | \$ 33,600 | \$ 34,608 | \$ 68,208 |
| Classified | \$ 109,700 | \$ 109,700 | \$ 219,400 |
| Total Salaries/Wages | \$ 143,300 | \$ 144,308 | \$ 287,608 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 143,300 | \$ 144,308 | \$ 287,608 |
| B Employee Benefits | \$ 33,511 | \$ 33,793 | \$ 67,304 |
| E Goods and Services | \$ 7,000 | \$ 12,000 | \$ 19,000 |
| J Equipment | \$ 1,500 | \$ 1,500 | \$ 3,000 |
| Total Expenditures | \$ 185,311 | \$ 191,601 | \$ 376,912 |

Decision Package Component: Continue to invest in a safe campus environment

This decision package component contains the following specific items needed by the University to provide a safe campus environment:

- Additional operational funding is requested to support the National Fire Protection Association (NFPA) code mandated Central Fire Alarm Monitoring System and the central security systems on campus. A position is needed to provide network administration for the fire alarm systems including all testing, monitoring, programming and reporting. Western was required to assume all responsibility for its central fire alarm monitoring by the City of Bellingham in 1997. Upgrades to the system and its administration are required to meet NFPA requirements. These requirements are tied to the Central Fire Alarm Monitoring System projects in Western's capital budget request for the 2001-03 biennium, and thereafter until the system is complete. These projects are Western's top priority among safety category preservation minor works capital projects. This request is an example of the operating impact of minor works projects that must be funded just as maintenance funding is provided for major capital projects.
- Augmentation of the operating budget of the Department of Public Safety is requested for this full-service department to meet the level of law enforcement demands. The department is responsible for addressing emergencies, call-for-service and safeguarding University assets. The department budget has eroded due to increasing requirements for basic services that are driving up overtime costs. While other universities have experienced campus disruptions, Western has been successful in circumventing and/or anticipating these problems through department interaction with many levels of the campus community.
- To increase effectiveness of the Environmental Health and Safety Department's risk management function, the University seeks to establish a Safety Technologist position. This position will update the emergency information system database, develop emergency egress plans, update departmental chemical inventories, and renew departmental hazards assessment certifications. This position will improve institutional compliance with environmental health and safety regulations.
- This item proposes a central equipment budget to provide necessary safety equipment to departments. Too often, department budgets face heavy program demands that consume resources and reduce fiscal ability to address safety needs. This strategy permits the University to mitigate liability and ensure a safe environment.
- One new Safety Professional I position is proposed for the Environmental Health and Safety Department to increase the presence of the department on campus. This presence includes follow-up on incidents and potential hazards; auditing departments to provide a safe and healthy environment; providing assistance to departments as they work through safety and loss control issues and develop their safety plans; and, performing basic emergency management tasks.
- Any physical access to a slanted roof now requires that the person be tied to a safety harness system and be accompanied by a standby person to assist with life lines and support equipment. These requirements have increased the cost of all roofing projects. General roof and gutter maintenance in the fall of the year is

extensive. As a result of cost increases, scheduled preventive maintenance work is reduced and the possibility of water damage to the buildings is increasing.

- Because of Western’s sub-soil structure, much of the campus pedestrian walkway surfaces are covered with bricks. The area of the campus so covered is increasing. Over time, these walk areas become uneven, causing serious tripping hazards. Injury and liability concerns are increasing because existing staff levels cannot keep up with workload requirements. Additional grounds repair and maintenance funds are requested to address this problem.
- A program for building air ventilation system duct cleaning is requested. Exposure to contaminants in our facility air handling systems presents an increasing risk to public, student, faculty and staff health. Increasing awareness of this problem has prompted concern as many building systems have had very little, if any, cleaning and maintenance.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 1. Operating Expenditures | \$ 185,877 | \$ 303,227 | \$ 489,104 |
| Fund 001, State General Fund | \$ 185,877 | \$ 303,227 | \$ 489,104 |
| 2. Staffing FTE (B6) | | | |
| Classified | 2.50 | 3.50 | 6.00 |
| Salaries/Wages | | | |
| Classified | \$ 88,066 | \$ 129,066 | \$ 217,132 |
| 3. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 88,066 | \$ 129,066 | \$ 217,132 |
| B Employee Benefits | \$ 24,761 | \$ 35,761 | \$ 60,522 |
| E Goods and Services | \$ 67,250 | \$ 136,600 | \$ 203,850 |
| J Equipment | \$ 5,800 | \$ 1,800 | \$ 7,600 |
| Total Expenditures | \$ 185,877 | \$ 303,227 | \$ 489,104 |

Decision Package Component: Provide adequate infrastructure support services

Western submits the following infrastructure support service enhancements for additional funding within the 2001-03 budget:

- Demands are rising for increases in volume and quality of University general publications (e.g. General Catalog). At the same time, staff costs are climbing along with costs for paper and material for printing done on campus and for contracting with outside printing vendors.
- Western has attempted to operate its employee training program on a self-sustaining basis. Revenues to this program have been insufficient to meet training demands of University departments, which do not have sufficient operating funds to pay for training. Programs for which there is a fee fail for lack of enrollment while programs offered at no cost to departments are in high demand. The University requires sufficient funds to provide needed training at no cost to departments. This is especially true for the technology training required by employees to remain current with software upgrades.
- Workloads within the Human Resources department have increased substantially with new system data input requirements. While the system will result in a more

sophisticated human resources data resource, ensuring accurate input of the data has increased staff workloads and required additional costs for training and systems maintenance.

- A new position is required in the Human Resources Office to respond to employee inquiries regarding employee benefit programs. The position will respond to “Benefits Hotline” inquiries, walk-in inquiries, temporary employee benefit eligibility tracking, COBRA, self-pay and retiree insurance processing, and verification of DRS participation and eligibilities. Workloads related to the provision of employee benefits have increased much more rapidly than the increase in the number of employees.

| Fiscal Detail | FY 2002 | FY 2003 | Total |
|------------------------------|----------------|----------------|--------------|
| 4. Operating Expenditures | \$ 66,716 | \$ 120,671 | \$ 187,387 |
| Fund 001, State General Fund | \$ 66,716 | \$ 120,671 | \$ 187,387 |
| 5. Staffing FTE (B6) | | | |
| Exempt | 0.30 | 0.00 | 0.30 |
| Classified | 0.25 | 2.32 | 2.57 |
| Total FTEs | 0.55 | 2.32 | 2.87 |
| Salaries/Wages | | | |
| Exempt | \$ 12,917 | \$ 0 | \$ 12,917 |
| Classified | \$ 5,295 | \$ 57,429 | \$ 62,688 |
| Total Salaries/Wages | \$ 18,176 | \$ 57,429 | \$ 75,605 |
| 6. Objects of Expenditure: | | | |
| A Salaries and Wages | \$ 18,176 | \$ 57,429 | \$ 75,605 |
| B Employee Benefits | \$ 5,090 | \$ 15,706 | \$ 20,796 |
| E Goods and Services | \$ 27,250 | \$ 47,536 | \$ 74,786 |
| J Equipment | \$ 16,200 | \$ 0 | \$ 16,200 |
| Total Expenditures | \$ 66,716 | \$ 120,671 | \$ 187,387 |

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

This decision package request supports the following Western Washington University Strategic Plan goals and principles:

Goal 1: Quality

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

Goal 2: Diversity

- Provide a diverse environment

Goal 3: Community Service

- Respond to state program needs
- Involve alumni, friends, neighbors and parents

The Reason for the Change.

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; maintaining positive relationships with the University's alumni, friends, businesses and surrounding communities; meeting the student's need 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. Because of that, Western will continue to allocate and reallocate resources carefully to pursue strategic priorities.

The physical aspects of Western's campus should be maintained with special attention to: the improvement of vehicular and pedestrian traffic safety; maintenance of recreational areas to reflect enrollment increases and recreation program growth; increased access to programs and facilities for persons of disability; maintenance of the physical and artistic beauty of the campus; and, long-range planning of facilities necessary to accommodate increased enrollments and more specialized and technical requirements of academic programs.

While working to create a strong campus community of students, faculty and staff, alumni, parents and friends, Western 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.

The Impact on Students and Services.

All components of this decision package will provide a more effective and efficient University infrastructure to support students and provide support services.

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

None.

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

In the area of facilities maintenance, Western has placed major facilities preservation projects into the Minor Works section of the capital budget. Cost increases related to ongoing, routine, and preventive maintenance and to general operation of University facilities are included in the operating budget request.

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.

The alternative to meeting facility maintenance requirements has long-term major cost implications to the state. Current state law precludes consideration of contracting-out options.

Budget Impacts in Future Biennia.

Western's facilities maintenance request for 2001-03 only partially addresses our documented deferred maintenance backlog. The University requests continued state investment in future biennia to reduce, then eliminate this deferred maintenance backlog.

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

All components are ongoing funding requests.

Effects of Non-Funding.

Non-funding of the facilities maintenance component will eventually result in major costs for repairs and restorations and disruptions to academic programs. Failure of a major building system will disrupt the academic program. All Western facilities are used heavily during the academic year. It is not possible for the University to take an academic facility off line for major repairs without disastrous impacts on the academic program. An extended period of a building closure will likely require cancellation of programs impacting enrollments and students' ability to complete degrees.

DECISION PACKAGE: OFM Program Reduction.

Agency Recommendation Summary Text:

This decision package represents an across-the-board reduction to all programs of the University to meet the budget reduction targets for 2001-03, as defined by the Office of Financial Management.

Decision Package Fiscal Summary by Program

| | FY 2001-02 | FY 2002-03 | Biennium |
|--------------------------|-------------------|-------------------|------------------|
| Staffing | | | |
| 01 Instruction | (5.0) | (5.1) | (10.1) |
| 02 Research | (0.0) | (0.0) | (0.0) |
| 04 Primary Support | (0.3) | (0.3) | (0.6) |
| 05 Libraries | (0.7) | (0.7) | (1.4) |
| 06 Student Services | (0.8) | (0.8) | (1.6) |
| 08 Institutional Support | (1.4) | (1.4) | (2.8) |
| 09 Plant Maint. & Ops. | <u>(1.3)</u> | <u>(1.4)</u> | <u>(2.7)</u> |
| Total | (9.5) | (9.7) | (19.2) |
| Expenditures | | | |
| 01 Instruction | \$(285,000) | \$(287,000) | \$(572,000) |
| 02 Research | (3,000) | (3,000) | (6,000) |
| 04 Primary Support | (18,000) | (18,000) | (36,000) |
| 05 Libraries | (39,000) | (39,000) | (78,000) |
| 06 Student Services | (38,000) | (38,000) | (76,000) |
| 08 Institutional Support | (64,000) | (65,000) | (129,000) |
| 09 Plant Maint. & Ops. | <u>(64,000)</u> | <u>(65,000)</u> | <u>(129,000)</u> |
| Total | \$(511,000) | \$(515,000) | \$(1,026,000) |