

September 7, 2012

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

Dear Governor Gregoire:

I am pleased to submit Western Washington University's 2013-2015 Operating Budget request. The proposals were developed through Western's bottom-up, strategic planning process which focuses on using Western's strengths to address critical needs in Washington State as we educate the next generation of our State's leaders, innovators, entrepreneurs, scientists, teachers and actively engaged citizens.

Higher education is a talent based industry competing in a national marketplace to attract and retain quality faculty. Four years ago Western's average faculty salaries were well below our peers. After four years of no increases, Western faculty salary levels are at a critical point that challenges our ability to sustain the quality educational experience in which Western prides itself and the State has invested in over past decades. It is imperative to move faculty salaries closer to competitive market rates and ensure the retention of Western's talented faculty who deliver outstanding education to Washington's students. Western's top priority is for State support for this important investment to ensure Western continues to serve the State as a high quality university.

The highest caliber faculty cannot sustain the excellence of Western without the support of quality staff. Professional and classified staff support our mission of serving the state of Washington. Mental health counselors, advisors, and technology specialists are just a few examples of the kinds of employees who are critical to ensuring the success of our students. Western requests consideration for salary increases for our non-faculty employees who have gone four years without increases. Another two years with no salary increases will do even more damage to their purchasing power and makes us more vulnerable to losing these employees to the private sector and other higher education institutions. Salary increases to recruit and retain these employees is a top priority for Western.

We are submitting four programmatic proposals which address critical State needs. These proposals capitalize on firm foundations already in place which help to minimize recurring budget commitments.

- Major manufacturing and development firms in the state have experienced significant increased demand for students trained in engineering statewide. We request funding to transition and expand our current highly acclaimed Engineering Technology programs to full ABET accredited Engineering programs in Electronics, Plastics and Manufacturing Engineering. This transition will be the most cost effective way for the state to increase opportunities for educating future engineers and to meet the demand from employers for new engineers. The proposal includes a fifty percent increase in the number of graduates produced from these programs.

- The WWU Institute for Energy Studies decision package will help fund Western's implementation of an innovative undergraduate program designed to meet the needs of Washington's rapidly expanding clean technology / energy economy. Graduates will possess a strong blend of analytical and communication skills along with energy-related expertise that regional and national energy experts have identified as essential to their workforce needs.
- Effective teachers to improve K-12 student achievement in STEM (science, technology, engineering, and math) are essential to student success and Washington's economic future. This proposal doubles the number and diversity of high quality high school mathematics and science teachers graduating each year from Western.
- Finally, the Veterans proposal is a collaborative request by the Northwest Higher Education Coalition, a unique partnership of Edmonds, Everett, Skagit, Olympic, Peninsula and Whatcom Community Colleges, Bellingham Technical College, NW Indian College and Western that seeks to bring the regional capacity of our higher education institutions to meet the needs of our student veterans and to benefit veterans in a multitude of ways including a more seamless transition into community colleges and also four year institutions and to maximize the investments made through the new G.I. Bill.

Western stands ready to help address Washington's critical needs. We believe education is the most important investment our State can make in growing the economy and creating brighter futures for all our citizens.

Sincerely,

A handwritten signature in black ink that reads "Bruce Shepard". The signature is written in a cursive, flowing style.

Bruce Shepard  
President

Enclosure

Copy: Catherine Riordan, Provost/Vice President for Academic Affairs  
Sherry Burkey, Associate Vice President for University Relations  
Paula M. Gilman, Executive Director, University Planning and Budgeting

**WESTERN WASHINGTON UNIVERSITY**  
**2013-2015 Operating Budget Request**  
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# Mission Statement and Strategic Plan

## Western

- Exceptional faculty and students engaged in leading edge intellectual inquiry.
- Liberal arts are the core strength of our academic programs.
- High quality academic programs are central to our mission.
- A place to build professional skills and abilities.
- Research, scholarship, and creative endeavor are fundamental to the Western experience.
- An environment that welcomes and embraces diversity.
- Committed to open, passionate, and civil discourse, leading to transparent and well-informed decision-making.
- Responsible stewards of resources.
- Distinguished by a sense of place and community.
- A collaborative environment where faculty, staff, and students contribute to the mission of the University.
- Bringing the world to Washington and Washington to the world.

*Active Minds Changing Lives*

## Mission

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

## Vision

Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.

## Strategic Goals

- Build upon Western's strengths to address critical needs in the State of Washington.
- Expand student access to rigorous and engaging baccalaureate and graduate education.
- Foster and promote life-long learning and success in an ever-changing world.
- Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.
- Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

*This plan was adopted by the University Planning and Resources Council on Nov. 17, 2010, and the Faculty Senate on Nov. 22, 2010. The WWU Board of Trustees approved this plan on Dec. 10, 2010, and it took effect Jan. 1, 2011.*

## Institutional Performance: Western Washington University

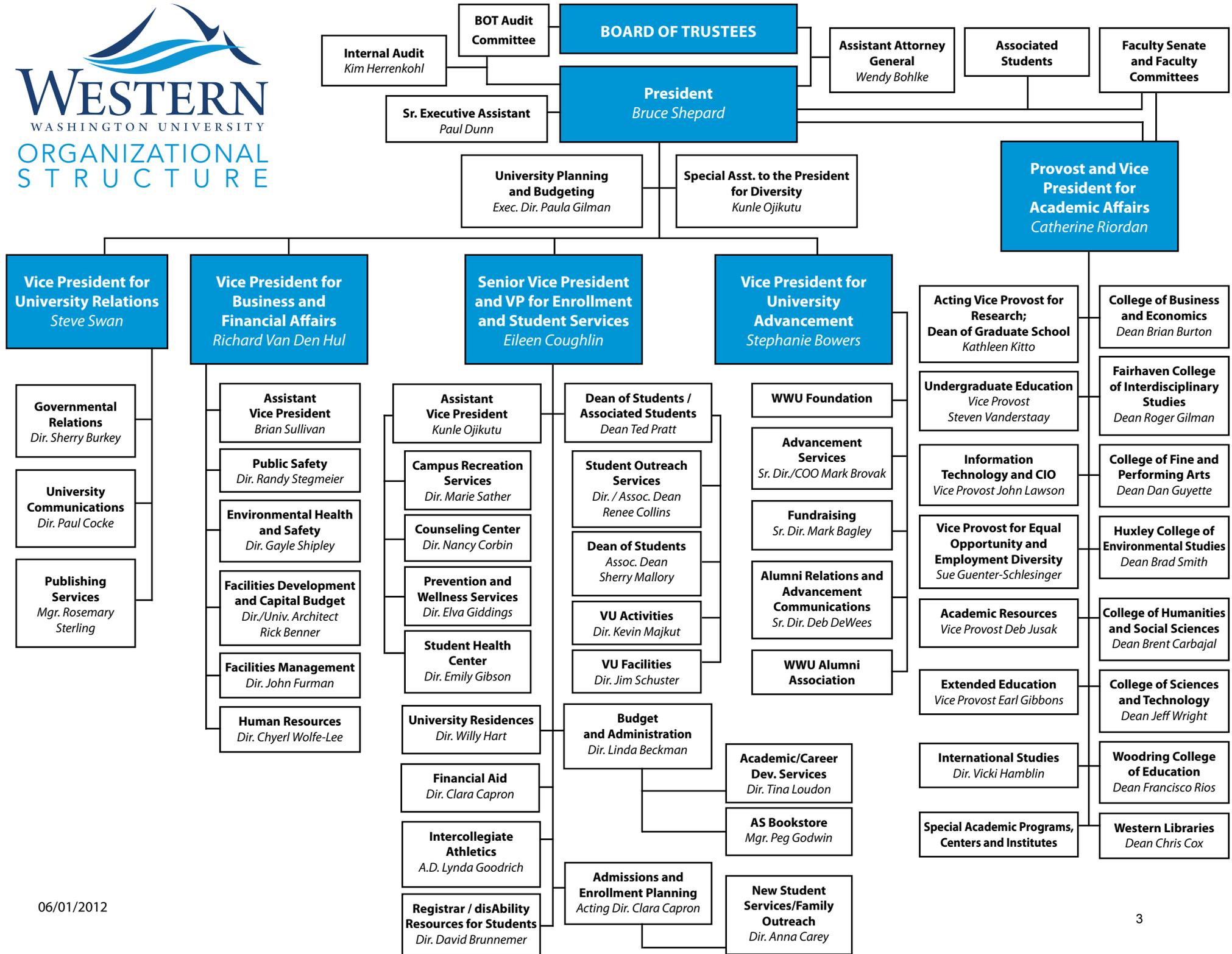
DRAFT - all measures calculated locally; performance may change slightly when calculated from PCHEES system. OFM proposes to calculate measures October 2012

<b>(a) Time and credits to degree</b>				
Metric	Source	2009-10 Baseline	2010-11 Performance	2014-2015 Target
Time to degree: Full-time, First-time (years)	local	4.3	4.3	4.3
Credits to degree: Full-time, First-time (credits)	local	183.1	182.9	183.1
<b>(b) Retention and success of students from low-income, diverse, or underrepresented communities</b>				
Metric	Source	2009-10 Baseline	2010-11 Performance	2014-2015 Target
Fall-to-fall retention rate: New Full-time, First-time	PCHEES	84.2%	85.3%	84.2%
Fall-to-fall retention rate: New Full-time, First-time Pell Grant recipients	PCHEES	78.6%	83.5%	81.0%*
Four-year Graduation Rate: New Full-time, First-time cohort	PCHEES	39.9%	35.2%	39.9%
Four-year Graduation Rate: New Full-time, First-time Pell Grant recipients	PCHEES	30.8%	29.8%	33.0%*
Six-year graduation Rate: New Full-time, First Time	local	68.9%	68.9%	71.0%*
Six-year graduation Rate: New Full-time, First Time Pell Grant Recipients	local	61.4%	67.6%	65.0%*
<b>2011-12 Performance</b>				
Metric	Source	2009-10 Baseline	2010-11 Performance	2014-2015 Target
Total Number of Bachelor's Degrees Awarded	PCHEES	3,062	2,996	3,245
Number of Bachelor's Degrees Awarded, High Demand	PCHEES	728	792	830**
Number of Bachelor's Degrees Awarded, Pell Grant Recipients	PCHEES	921	942	950
Total Number of Advanced Degrees Awarded	PCHEES	330	321	330***
<b>WWU Institutional-Specific Measures</b>				
Metric	Source	2009-10 Baseline	2010-11 Performance	2014-2015 Target
Percent of Bachelor's Degree Recipients either Employed or Continuing their Education	local	86.2%	86.2%	87.0%*
Percent Bachelor Degree Recipients with No Loan Debt	local	44.3%	44.3%	45.0%*
Student of Color 6-Year Graduation Rate	local	64.3%	67.3%	66.0%*

\*This figure assumes increased State General Fund support.

\*\*This figure assumes increased state support for STEM fields of study.

\*\*\*As part of Western's cost savings efforts, many graduate programs have been eliminated. With fewer programs, the 2014-15 target is quite likely unattainable.



### Activity Inventory Indirect Cost Allocation Approach

**Agency:** 380 - Western Washington University

**Date:** August 16, 2012

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

WWU Activity *	Programs included in Each Activity	Biennial Average Percent Share of Indirect Costs	Estimated Biennial Dollars are Based on All Funds (001, 145, 148 & 149 -- for 2013-15, \$348,757,000)		
			Estimated Dollars 2011-12	Estimated Dollars 2012-13	Estimated Dollars 2011-13
<b>A001 Administration</b>	In general, central or core administrative functions (President, Provost, Business & Financial Affairs, Faculty Senate, Internal Auditor, Board of Trustees, Institutional Research, Planning & Budgeting).	24.6%	\$ 8,925,815	\$ 9,090,972	\$ 18,016,787
<b>A002 Instruction</b>	Classroom instruction, library services, primary support services, scholarship, public service, student support services, operation and maintenance of campus facilities, technology services & support.	60.0%	\$ 21,770,280	\$ 22,173,102	\$ 43,943,382
<b>A003 Research</b>	Research and Sponsored Research	15.4%	\$ 5,587,705	\$ 5,691,096	\$ 11,278,801
TOTAL		100.000%	\$ 36,283,800	\$ 36,955,170	\$ 73,238,970

**Note: All amounts on this form are approximations only. Since indirect cost rates are negotiated every three years with the federal government, please consider these rates, based on WWU's most recent federal approval and analysis at July 1, 2010, subject to change. Rates include general administration, plant operations, library, department administration, computer centers, and use allowances. Please contact University Planning and Budgeting at Western, if there are questions concerning this form and to verify updates and appropriate use.**

**Recommendation Summary (CB Detail)**

**Agency: 380 Western Washington University**  
**Version: C1 2013-2015 Biennium Labor Update**

10:13:38AM  
 1/24/2013

Dollars in Thousands

	<b>Annual Average FTEs</b>	<b>General Fund State</b>	<b>Other Funds</b>	<b>Total Funds</b>
<b>2011-13 Current Biennium Total</b>				
CL 01 2013-2015 Carry Foward	1,562.7	75,713	273,047	348,760
<b>Total Carry Forward Level</b>	<b>1,562.7</b>	<b>75,713</b>	<b>273,047</b>	<b>348,760</b>
Percent Change from Current Biennium				
M1 90 Maintenance Level Revenue				
<b>Carry Forward plus Workload Changes</b>	<b>1,562.7</b>	<b>75,713</b>	<b>273,047</b>	<b>348,760</b>
Percent Change from Current Biennium				
M2 CA Maintenance and Operations		4,192		4,192
<b>Total Maintenance Level</b>	<b>1,562.7</b>	<b>79,905</b>	<b>273,047</b>	<b>352,952</b>
Percent Change from Current Biennium				
PL AA Competitive Compensation for Facult		8,138		8,138
PL AB Bargaining Unit A - WRSE Clerical		111	216	327
PL AC Bargaining Unit B - WFSE Trades		127	156	283
PL AD Bargaining Unit PTE-PSE Professiona		137	216	353
PL AE Bargaining Unit D-PSE Supervisory		113	175	288
PL AF Bargaining Unit E-WFSE Supervisory		23	28	51
PL AG Compensation for Professionals		558	1,200	1,758
PL BA Engineering At Western	20.5	4,830	963	5,793
PL BB Institute for Energy Studies	8.8	1,945		1,945
PL BC WWU STEM Teacher Preparation	8.5	1,857		1,857
PL BD Leadership of Returning Veterans	1.0	1,969		1,969
<b>Subtotal - Performance Level Changes</b>	<b>38.8</b>	<b>19,808</b>	<b>2,954</b>	<b>22,762</b>
<b>2013-15 Total Proposed Budget</b>	<b>1,601.5</b>	<b>99,713</b>	<b>276,001</b>	<b>375,714</b>
Percent Change from Current Biennium				

Recommendation Summary (CB Detail)

Agency: 380

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Version: C1

1/24/2013

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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M2 CA Maintenance and Operations

Funding is requested to adequately address the operations and maintenance impacts associated with the institution's major and minor capital budget projects to come on line in 2013-2015. One-time costs are also requested to assist with basic facility setup associated with construction and operating equipment needs not covered within the one time equipment purchased within the capital project.

PL AA Competitive Compensation for Faculty

Higher education is a talent based, service industry and the ability to provide the highest quality instruction, research and services to students and other stakeholders requires competitive compensation to attract and retain quality faculty. The marketplace for recruiting and retaining faculty at institutions of higher education is a competitive, national marketplace. Four years ago, average faculty salaries at Western were well below those of peers. After four years of no raises, Western now ranks below two-thirds of other institutions of our type, few of which have Western's reputation for excellence. Funding this request will provide Western the ability to successfully attract, recruit, and retain excellent faculty which is imperative in order to remain a university of choice for students and to retain our position in the market place.

PL AB Bargaining Unit A - WRSE Clerical

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

PL AC Bargaining Unit B - WFSE Trades

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

PL AD Bargaining Unit PTE-PSE Professiona

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

PL AE Bargaining Unit D-PSE Supervisory

Bargaining Unit D - Public School Employees of Washington/Supervisory and Non Supervisory Units - includes all supervisory/manager classes of clerical or technical employees.

PL AF Bargaining Unit E-WFSE Supervisory

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

PL AG Compensation for Professionals

Western's commitment to the highest quality learning environment includes recruiting and retaining a highly qualified, diverse professional staff through competitive compensation fostering a performance-based workplace culture.

**Recommendation Summary (CB Detail)**

**Agency: 380**

10:13:38AM

**Version: C1**

1/24/2013

Dollars in Thousands

<b>Annual Average FTEs</b>	<b>General Fund State</b>	<b>Other Funds</b>	<b>Total Funds</b>
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**PL BA Engineering At Western**

The purpose of this proposal is to create an Engineering program at Western Washington University, based on the existing, ABET-accredited program in Engineering Technology. As well as transitioning the existing programs in Electronics, Plastics and Manufacturing Engineering Technology to Engineering programs, this proposal also enables a 50% increase in the number of graduates produced from those programs.

**PL BB Institute for Energy Studies**

The WWU Institute for Energy Studies decision package will help fund Western's implementation of an innovative undergraduate program designed to meet the needs of Washington's rapidly expanding clean technology / energy economy. The program includes two degrees, with minors, which have an integrated, multi-disciplinary approach to solving energy problems. It combines energy-related science and engineering technology, with economics, business, and policy in the nation's first broadly interdisciplinary undergraduate energy degree. Graduates will possess a strong blend of analytical and communication skills along with energy-related expertise that regional and national energy experts have identified as essential to their workforce needs.

**PL BC WWU STEM Teacher Preparation**

Effective teachers to improve K-12 student achievement in STEM (science, technology, engineering, and math) are essential to Washington's economic future. By adding three faculty, two Master Teachers, and two staff, WWU will create the capacity to 1) graduate 100 high quality, diverse secondary STEM teachers each year-double current numbers, 2) fill newly approved programs to produce a diverse cadre of exceptional middle school STEM teachers, and 3) focus elementary programs on graduating every new teacher ready to effectively teach STEM to all students and prepare a diverse cadre of certified specialists to lead elementary STEM instruction.

**PL BD Leadership of Returning Veterans**

More than two million veterans are eligible to enroll full time in colleges across the country; however, many are not fully accessing their veteran educational benefits. Due to time restrictions on these benefits, it is essential that colleges coordinate services that allow veterans to enroll and complete their degrees in a timely manner. A coalition has been formed and state funding support is requested - this coalition is the first initiative in Washington State to bring together community colleges and a public university in a regional capacity to meet the needs of our student veterans and to benefit veterans in a multitude of ways including a more seamless transition from community colleges to four-year institutions.

2013-15 Agency Budget Levels by Program

Agency: 380 Western Washington University

1/24/2013

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Dollars in Thousands

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Program: 010 Instruction</b>								
FTEs			813.1	816.4	813.1	816.4	828.4	841.5
FTEs-Annual Average				814.8		814.8		835.0
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			20,123	20,146	20,123	20,146	24,735	28,833
08A-1 Education Legacy Trust Account-State			3,830	3,830	3,830	3,830	3,830	3,830
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			17,461	18,008	17,461	18,008	17,618	18,397
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			47,716	48,567	47,716	48,567	48,154	49,477
<b>Total All Funds - Program 010</b>			<b>89,130</b>	<b>90,551</b>	<b>89,130</b>	<b>90,551</b>	<b>94,337</b>	<b>100,537</b>
<b>Biennial Total All Funds - Program 010</b>				<b>179,681</b>		<b>179,681</b>		<b>194,874</b>
<b>Program: 020 Research</b>								
FTEs			7.8	7.9	7.8	7.9	7.9	8.0
FTEs-Annual Average				7.9		7.9		8.0
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			231	231	231	231	253	268
08A-1 Education Legacy Trust Account-State			41	41	41	41	41	41
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			48	49	48	49	48	50
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			557	567	557	567	562	578
<b>Total All Funds - Program 020</b>			<b>877</b>	<b>888</b>	<b>877</b>	<b>888</b>	<b>904</b>	<b>937</b>
<b>Biennial Total All Funds - Program 020</b>				<b>1,765</b>		<b>1,765</b>		<b>1,841</b>

2013-15 Agency Budget Levels by Program

1/24/2013

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Agency: 380 Western Washington University

Dollars in Thousands

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Program: 040 Primary Support Services</b>								
FTEs			68.8	69.1	68.8	69.1	70.5	72.1
FTEs-Annual Average				69.0		69.0		71.3
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			2,276	2,278	2,276	2,278	2,498	2,640
08A-1 Education Legacy Trust Account-State			313	313	313	313	313	313
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			311	321	311	321	314	328
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			3,298	3,356	3,298	3,356	3,328	3,419
<b>Total All Funds - Program 040</b>			<b>6,198</b>	<b>6,268</b>	<b>6,198</b>	<b>6,268</b>	<b>6,453</b>	<b>6,700</b>
<b>Biennial Total All Funds - Program 040</b>				<b>12,466</b>		<b>12,466</b>		<b>13,153</b>
<b>Program: 050 Libraries</b>								
FTEs			62.9	63.3	62.9	63.3	64.4	65.8
FTEs-Annual Average				63.1		63.1		65.1
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			1,980	1,982	1,980	1,982	2,173	2,297
08A-1 Education Legacy Trust Account-State			345	345	345	345	345	345
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			161	166	161	166	163	170
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			4,221	4,296	4,221	4,296	4,260	4,377
<b>Total All Funds - Program 050</b>			<b>6,707</b>	<b>6,789</b>	<b>6,707</b>	<b>6,789</b>	<b>6,941</b>	<b>7,189</b>
<b>Biennial Total All Funds - Program 050</b>				<b>13,496</b>		<b>13,496</b>		<b>14,130</b>

2013-15 Agency Budget Levels by Program

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Agency: 380 Western Washington University

Dollars in Thousands

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Program: 060 Student Services</b>								
FTEs			101.9	102.3	101.9	102.3	105.5	107.6
FTEs-Annual Average				102.1		102.1		106.6
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			3,495	3,499	3,495	3,499	4,744	5,116
08A-1 Education Legacy Trust Account-State			513	513	513	513	513	513
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			5,155	5,247	5,155	5,247	5,202	5,345
<b>Total All Funds - Program 060</b>			<b>9,163</b>	<b>9,259</b>	<b>9,163</b>	<b>9,259</b>	<b>10,459</b>	<b>10,974</b>
<b>Biennial Total All Funds - Program 060</b>				<b>18,422</b>		<b>18,422</b>		<b>21,433</b>
<b>Program: 080 Institutional Support</b>								
FTEs			228.2	229.2	228.2	229.2	232.9	237.2
FTEs-Annual Average				228.7		228.7		235.1
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			6,513	6,521	6,513	6,521	7,148	7,556
08A-1 Education Legacy Trust Account-State			910	910	910	910	910	910
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			3,736	3,853	3,736	3,853	3,770	3,936
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			10,019	10,198	10,019	10,198	10,111	10,389
443-6 Inst of Hi Ed-data Processing Acct-Non-Appropriated			3		3		3	
<b>Total All Funds - Program 080</b>			<b>21,181</b>	<b>21,482</b>	<b>21,181</b>	<b>21,482</b>	<b>21,942</b>	<b>22,791</b>
<b>Biennial Total All Funds - Program 080</b>				<b>42,663</b>		<b>42,663</b>		<b>44,733</b>

2013-15 Agency Budget Levels by Program

Agency: 380 Western Washington University

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Dollars in Thousands

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
<b>Program: 090 Plant Operations and Maintenance</b>								
FTEs			108.1	108.9	108.1	108.9	110.7	113.0
FTEs-Annual Average				108.5		108.5		111.9
<b>Fund - Appropriation Type</b>								
001-1 General Fund - Basic Account-State			3,218	3,222	4,442	6,189	4,756	6,700
08A-1 Education Legacy Trust Account-State			604	604	604	604	604	604
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			156	161	156	161	157	165
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			9,354	9,521	9,354	9,521	9,440	9,700
<b>Total All Funds - Program 090</b>			<b>13,332</b>	<b>13,508</b>	<b>14,556</b>	<b>16,475</b>	<b>14,957</b>	<b>17,169</b>
<b>Biennial Total All Funds - Program 090</b>				<b>26,840</b>		<b>31,031</b>		<b>32,126</b>
<b>Program: 100 Sponsored Research</b>								
FTEs			168.7	168.7	168.7	168.7	168.7	168.7
FTEs-Annual Average				168.7		168.7		168.7
<b>Fund - Appropriation Type</b>								
145-6 Inst of Hi Ed-Grants/Contracts Acct-Non-Appropriated			26,197	27,234	26,197	27,234	26,197	27,234
<b>Biennial Total All Funds - Program 100</b>				<b>53,431</b>		<b>53,431</b>		<b>53,431</b>

2013-15 Agency Budget Levels by Program

1/24/2013

10:30:43AM

Agency: 380 Western Washington University

Dollars in Thousands

	Current Biennium		Carry Forward Level		Maintenance Level		Performance Level	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>
Agency FTEs	0.0	0.0	1,559.5	1,565.8	1,559.5	1,565.8	1,589.0	1,613.9
Agency Annual Average FTEs		0.0		1,562.7		1,562.7		1,601.5
<b>Agency Totals by Fund</b>								
001-1 General Fund - Basic Account-State			37,836	37,879	39,060	40,846	46,307	53,410
08A-1 Education Legacy Trust Account-State			6,556	6,556	6,556	6,556	6,556	6,556
145-6 Inst of Hi Ed-Grants/Contracts Acct-Non-Appropriated			26,197	27,234	26,197	27,234	26,197	27,234
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated			21,873	22,558	21,873	22,558	22,070	23,046
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated			80,320	81,752	80,320	81,752	81,057	83,285
443-6 Inst of Hi Ed-data Processing Acct-Non-Appropriated			3		3		3	
<b>Total All Funds</b>	<b>0</b>	<b>0</b>	<b>172,785</b>	<b>175,979</b>	<b>174,009</b>	<b>178,946</b>	<b>182,190</b>	<b>193,531</b>
<b>Biennial Total All Funds</b>		<b>0</b>		<b>348,764</b>		<b>352,955</b>		<b>375,721</b>

\*Agency totals on the OFM Program Summary may slightly differ from the OFM Recommendation Summary agency totals due to rounding.

**DECISION PACKAGE TITLE: Competitive Compensation for Faculty**

**Recommendation Summary Text**

Higher education is a talent based, service industry and the ability to provide the highest quality instruction, research and services to students and other stakeholders requires competitive compensation to attract and retain quality faculty. The marketplace for recruiting and retaining faculty at institutions of higher education is a competitive, national marketplace. Four years ago, average faculty salaries at Western were well below those of peers. After four years of no raises, Western now ranks below two-thirds of other institutions of our type, few of which have Western’s reputation for excellence. Funding this request will provide Western the ability to successfully attract, recruit, and retain excellent faculty which is imperative in order to remain a university of choice for students and to retain our position in the market place.

**Fiscal Detail:**

	<b>2013-14</b>	<b>2014-15</b>	<b>2013-15</b>
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$2,649,066	\$5,489,189	\$8,138,255
<b>Total Resources</b>	<b>\$2,649,066</b>	<b>\$5,489,189</b>	<b>\$8,138,255</b>
<b>USES (EXPENDITURES)</b>			
Faculty Compensation	\$2,239,278	\$4,640,058	\$6,879,336
Employee Benefits	\$ 409,788	\$ 849,131	\$1,258,919
<b>Total Expenditures</b>	<b>\$2,649,066</b>	<b>\$5,489,189</b>	<b>\$8,138,255</b>

**Package Description**

**Background**

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

A distinctive student learning experience is at the heart of the Western brand – an experience that is regarded as one of the very best in the Pacific Northwest. In 2011, Western was the highest ranking public, master’s-granting university in the Pacific Northwest, according to the U.S. News & World Report college rankings. In 2010, Western Washington University ranked 33rd nationally among the 100 “Best Buy Colleges and Universities” in a list compiled by Forbes Magazine ranking colleges and universities across the nation for providing the best education at the lowest possible cost to students. Two other universities in the state of Washington were also on the list - The University of Washington ranked 30th and Washington State University 83rd. In its

February 2010 issue, Kiplinger's magazine ranked Western 54th on its list of the 100 Best Values in Public Colleges in the United States for 2009-2010 based on quality and affordability.

Western offers access to faculty and a focus on students similar to a smaller college and the academic choice, resources, multicultural diversity, and room to grow of a large university. Not so big that students feel like a number; not so small that they have to conform to a mold. The Western educational experience is large enough for each student to define oneself and small enough for each to make a difference.

In January 2012, Western announced a new school record for applications from incoming freshman students. Western is a school of choice for many undergraduate students in the state of Washington; a testimony to the reputation of the faculty and the Western brand which highlights a collaborative learning experience between faculty and students. Faculty and students work together in classrooms and research labs across disciplines, for example, student and faculty are developing a new technology for ultra-high efficiency collection and concentration of sunlight to improve the cost effectiveness of solar panels.

Western Washington University has refocused its mission to meet the needs of the State of Washington. We strive to live this commitment through the work of our outstanding faculty, staff and administrators by educating the next generation of our state's leaders, innovators, entrepreneurs, scientists, teachers and actively engaged citizens. In 2011, Western ranked third in the nation among medium-sized universities sending our graduates to the Peace Corps, behind only George Washington University and the University of Virginia. Western also received the 2010 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. To receive the classification, institutions must operate community outreach programs that meet a need, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution. More than 80 percent of Western's graduates stay in Washington State and actively contribute personally and professionally to the quality of life in the communities in which they live and work.

### **Current situation**

Western's distinction as a top educational institution is threatened by challenges in recruiting and retaining top-quality faculty because of shortfalls in compensation. The challenge regarding faculty compensation is a historical one for Western and has long been an unmet priority of the institution. This multifaceted compensation issue revolves circularly around a) historically low faculty salaries compounded by no salary increases in four years; b) rising costs of living in Bellingham dictating high market rates in recruiting new faculty; c) inequities caused by paying market rates to new faculty compressing compensation rates of veteran faculty; d) experienced faculty being in high demand at all institutions of higher education where opportunities for higher salaries can translate to a better working environment; leading to e) additional vacancies.

The average salaries for our faculty, by rank, are: Instructors, \$44,633; Assistant Professors, \$55,725, Associate Professors, \$65,521, and Professors, \$80,463. With the exception of the professorial rank, all are lower than the current average salary for a high school teacher in the Bellingham School District (\$66,468). One national study shows compensation for Western faculty ranks in the bottom 17th percentile of peer national institutions. The rapid rise in the cost of living in Bellingham in recent years is reflected in another study which places Western 503 out of 574 public colleges and universities nationally in cost of living adjusted (COLA) rankings. (See Appendix 1 for additional study rankings, comparator institutions, and source citations.)

Non-competitive salary offers were the cause in the majority of failed faculty searches. This year Western recruited candidates at national market rates in order to be competitive, resulting in new faculty hires joining the faculty ranks at a higher salary than their peers who have been at Western for numerous years. This salary inequity creates the opportunity for other institutions of higher education in the nation to successfully recruit our veteran faculty.

### **Proposed solution**

Western took the first step in addressing our compensation challenge when negotiating with the United Faculty of Western Washington University this spring. Western is now requesting the partnership of the State to secure the necessary long-term funding during this biennium budget process.

## **NARRATIVE JUSTIFICATION AND IMPACT STATEMENT**

Western's core mission is simple: "to apply Western's considerable strengths to help address the critical needs of the state of Washington." Those considerable strengths trace directly to the excellence of our faculty.

### ***a) What specific performance outcomes does the agency expect?***

Bellingham is a wonderful place to live and Western a great place to work if an employee is adequately compensated. However, over the past four years, more and more faculty are living outside the city to stretch the paycheck and exploring vacancies at other institutions of higher education where compensation and cost of living are better balanced. Western expects to see less faculty turnover in the future from the tenured and veteran faculty, and reduced expenditures for recruitment costs to fill vacant positions by making this commitment to recruit and retain the highest quality faculty.

### ***b) Performance measure detail.***

Key indicators of university quality, while historically high for Western, have continued to improve over the last decade. Fall-to-fall retention for freshmen has risen from 81% prior to 2002 to 84% in 2010. Data collected in 2011 shows six-year graduation rates have risen from 61% for the 2000 cohort to 73% for the 2005 cohort. Similarly, four-year graduation rates have risen from 28% for the 2000 cohort to 38% for the 2007 cohort. Graduation rates for Native Americans, Latino students, and African American students are among the best in the nation for public, masters-granting universities.

Western pursues open, transparent and continual improvement processes. When internal analyses demonstrated that delays in major declaration and course access bottlenecks were impacting time to degree for many students, the university implemented a strategic improvement initiative, coordinated across all divisions. This initiative includes mandatory advising; a streamlined major declaration process; accelerated two-year transfer programs; a parent communication campaign to reinforce a four-year graduation expectation; and Viking Landing: Making the Most of Your GURs, an information and dialog session preceding every quarterly registration period to help students navigate their general education requirements. In order to aggressively target course access bottlenecks, Western made additional budget cuts and shifted resources to rapidly fund additional sections in high-demand courses, created technical tools to improve course planning and initiated a wait-listing procedure that prioritizes enrollment based on need.

Western is also committed to increasing degree-production in high-employer demand programs and in critical areas of state needs. Over the last five years, Western has redirected resources to hire faculty and expand course offerings in high-employer demand programs of study that meet critical state needs. Between 2005 and 2011, STEM graduates increased by 29% and STEM majors increased by 49%. However, this is one of the areas hardest hit by Western's lack of competitive compensation. Salary

compression has led to resignations in STEM areas as faculty are hired away by other institutions. Budget reductions and hiring freezes have prevented us from replacing these faculty members, creating a lack of instructors and classes in key areas of expertise pertinent to high demand programs and critical state needs. By specifically addressing the salary compression issue to retain faculty in the STEM area, Western expects to see an increase in the number of Bachelor's degrees awarded in areas of high demand, moving from our 2009-10 baseline of 728 to a target of 830 in 2014-2015.

***c) Is this decision package essential to implement a strategy identified in Western's strategic plan?***

Recruiting and retaining high quality faculty members is the number one priority for Western. Every strategic goal centers on excellence in teaching, research and service to the students and stakeholders, all of which are critically dependent of the excellence of the faculty.

***d) Does this decision package provide essential support to one of the Governor's priorities?***

This decision package is essential to the goal of improving the success of postsecondary learning at Western and for the State of Washington.

***e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

The best universities "are built on the shoulders of its faculty." There is intense competition among universities, industry, government and other non-profit institutions to hire the best scholars, teachers, and leaders. Ensuring Western's ability to attract and retain the best faculty will positively impact statewide results in meeting their priorities.

***f) What are the other important connections or impacts related to this proposal?***

To provide a quality educational experience to students, academic programs must continue to be innovative and responsive to the most recent knowledge and technologies within academic disciplines. Recruiting and retaining highly qualified faculty assure that the University continues to provide effective and efficient high quality undergraduate education that has taken Western and Washington State years to build.

***g) What alternatives were explored by the agency, and why was this alternative chosen?***

The negotiations with the United Faculty of Western Washington University occurred with both parties well aware of the economic conditions in the State. It is Western's request that the state will choose to partner with Western and the students to strategically

resolve this compensation issue, by investing in Western's quality faculty for years to come.

***h) What are the consequences of not funding this package?***

Providing competitive faculty compensation is the highest priority at Western. Without support from the state to fund faculty salaries, funding will come from other areas of the university, which will adversely affect Western's ability to serve the State of Washington.

***i) What is the relationship, if any, to the state's capital budget?***

There is no relationship to the state's capital budget.

***j) What changes would be required to existing statutes, rules, or contracts, in order to implement the change.***

No changes would be required.

***k) Expenditure and revenue calculations and assumptions.***

The expenditures for this proposal are based on the 2012-2013 faculty salary and associated benefits base.

***l) Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?***

All costs in the proposal are ongoing costs in future biennia.

## NATIONAL COMPARISON OF FACULTY COMPENSATION DATA FOR WESTERN WASHINGTON UNIVERSITY

### National Comparison of Compensation Provided by 1,251 Colleges and Universities

**SURVEY ANALYSIS:** Average salary data by faculty position (No cost of living factored in)

**SOURCE:** Chronicle of Higher Education

	WWU Average Salary*	National Median Status	National Ranking
<b>Instructors</b>	\$ 44,000	Below	Bottom 28 <sup>th</sup> Percentile
<b>Assistant Professors</b>	\$ 55,300	Below	Bottom 26 <sup>th</sup> Percentile
<b>Associate Professors</b>	\$ 65,400	Below	Bottom 33 <sup>rd</sup> Percentile
<b>Full Professors</b>	\$ 81,700	Below	Bottom 34 <sup>th</sup> Percentile

\*Average faculty salaries are rounded to the nearest hundred.

### National Comparison of 574 Public Colleges and Universities (Washington Schools only)

**SURVEY ANALYSIS:** Cost of living adjusted salary data

**SOURCE:** International Journal of Management and Marketing Research

	Cost of Living Adjusted Salary and Benefit Rank	Cost of Living Adjusted Salary Rank	Cost of Living Adjusted Benefits Rank
<b>Washington State</b>	172	165	208
<b>U. of Washington</b>	230	179	410
<b>Eastern Washington U.</b>	409	446	274
<b>Central Washington U.</b>	446	429	434
<b>Western Washington U.</b>	503	480	487
<b>The Evergreen State</b>	517	514	426

### HECB National Comparison of 25 Peer Public Universities

**SURVEY ANALYSIS:** Average salary data

**SOURCE:** CUPA – College and University Professional Association

	Western Average Salary	Peer Institution National Salary Average	Peer Institution National Salary Median
<b>Instructor</b>	\$ 44,633	\$ 48,183	\$ 46,274
<b>Assistant Professor</b>	\$ 55,725	\$ 60,953	\$ 57,417
<b>Associate Professor</b>	\$ 65,521	\$ 71,086	\$ 66,096
<b>Professor</b>	\$ 80,463	\$ 89,331	\$ 84,624

**HECB Comparison Schools:** Cal Poly State-San Luis Obispo, Cal Poly State-Pomona, Humboldt State, Sonoma State, U. of Colorado-Colorado Springs, Northern Iowa, Eastern Illinois, Washburn Univ., Murray State, Salisbury Univ., Towson State, Truman State, Appalachian State, North Carolina-Charlotte, North Carolina-Wilmington, Rowan Univ., College of New Jersey, SUNY College of Arts & Science-Geneseo, Millersville Univ., College of Charleston, Winthrop Univ., James Madison Univ., Wisconsin-Eau Claire, Wisconsin-La Crosse, Wisconsin-Stevens Point

**Trustees National Comparison of 11 Global Challenge Peer Public Universities**

**SURVEY ANALYSIS: Average salary data**

**SOURCE: CUPA – College and University Professional Association**

	<b>Western Average Salary</b>	<b>Peer Institution National Salary Average</b>	<b>Peer Institution National Salary Median</b>
<b>Instructor</b>	\$ 44,633	\$ 51,245	\$ 49,934
<b>Assistant Professor</b>	\$ 55,725	\$ 66,072	\$ 60,777
<b>Associate Professor</b>	\$ 65,521	\$ 79,601	\$ 76,049
<b>Professor</b>	\$ 80,463	\$ 99,341	\$ 94,823

**Global Challenge Schools:** Cal Poly State-San Luis Obispo, Cal Poly State-Pomona, Cal State -Chico, Central Connecticut State, Southern Connecticut State, Towson State, Rowan Univ., Montclair State, William Patterson Univ. of New Jersey, James Madison Univ., Radford Univ.

**National Comparison of 240 Public Master's Degree Granting Colleges and Universities**  
(Range of Combined Global Challenge Schools who offer Master's Degrees)

**SURVEY ANALYSIS: Cost of living adjusted salary data**

**SOURCE: International Journal of Management and Marketing Research**

	<b>Cost of Living Adjusted Salary and Benefit Rank</b>	<b>Cost of Living Adjusted Salary Rank</b>	<b>Cost of Living Adjusted Benefits Rank</b>
<b>Cal Poly Pomona</b>	1	1	3
<b>Washburn Univ.</b>	16	10	83
<b>SUNY Geneseo</b>	17	19	33
<b>College of New Jersey</b>	27	30	18
<b>Truman State</b>	37	31	67
<b>Millersville State</b>	44	33	104
<b>Murray State</b>	51	40	117
<b>Wisconsin-La Crosse</b>	55	93	30
<b>Cal State Chico</b>	64	62	87
<b>Wisconsin-Stevens Point</b>	74	118	36
<b>Eastern Illinois</b>	75	44	155
<b>Salisbury State</b>	81	132	35
<b>Winthrop Univ.</b>	92	85	129
<b>Humboldt State</b>	102	106	113
<b>William Patterson NJ</b>	138	116	187
<b>College of Charleston</b>	151	171	103
<b>Western Washington U.</b>	203	189	204
<b>Cal Poly San Luis Obispo</b>	224	227	167

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

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

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

**Fiscal Detail:**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$20,949	\$89,878	\$110,827
Fund 148, Dedicated Local	12,384	68,560	80,944
Fund 149, Operating Fees	25,605	109,851	135,456
<b>Total Resources</b>	\$58,938	\$268,289	\$327,227
<b>USES (EXPENDITURES)</b>			
Classified Salaries & Benefits			
Step M Increase	\$58,938	\$124,456	\$183,394
1% Across the Board		143,833	143,833
<b>Total Expenditures</b>	\$58,938	\$268,289	\$327,227

**Package Description:**

The compensation request elements included in this decision package for the 2013-15 biennium are listed below and described in more detail in the collective bargaining agreement (CBA):

1. In accordance with item 43.2.B, Effective July 1, 2013, all employees who have been at Step L for six (6) consecutive years or more will progress to a new Step M of the State SP Pay Range Salary Schedule, provided that this provision will be implemented only to the extent such rate adjustments are funded through the State’s General Fund.
2. Per Memorandum of Understanding #2, if prior to July 1, 2013 and if Western and WFSE have an approved 2013-2015 collective bargaining agreement,
  - a. Should any compensation increase be approved, implemented and funded by the State of Washington for classified represented staff, compensated through the General Service Salary Schedule; Western Washington University WFSE bargaining unit employees will receive the same.

- b. Upon the University receiving 2013-2015 budget appropriations the employer and WFSE will re-open Article 43, Compensation to discuss wages.
- c. The General Service Salary Schedule will, by separate Memorandum of Understanding with WFSE’s General Government Bargaining Team, be automatically adjusted with a 1% across-the-board pay increase effective July 1, 2014, if economic growth causes State revenues to increase by \$200 million or more. This increase, if applied, will be applied to WFSE represented employees at WWU, too, based upon the above “me, too” agreement.

**Background:**

This request is submitted as an update to Western’s September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete.

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. The inability to provide salary increases over the past four years, other than classified step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 classified salary and associated benefits base for those employees in bargaining unit A of the WFSE union.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

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

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

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

**Fiscal Detail**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$24,398	\$103,096	\$127,494
Fund 148, Dedicated Local			
Fund 149, Operating Fees	29,820	126,006	155,826
<b>Total Resources</b>	\$54,218	\$229,102	\$283,320
<b>USES (EXPENDITURES)</b>			
Classified Salaries & Benefits			
Step M Increase	\$54,218	\$115,309	\$169,527
1% Across the Board		113,793	113,793
<b>Total Expenditures</b>	\$54,218	\$229,102	\$283,320

**Package Description:**

The compensation request elements included in this decision package for the 2013-15 biennium are listed below and described in more detail in the collective bargaining agreement (CBA):

1. In accordance with item 43.2.B, Effective July 1, 2013, all employees who have been at Step L for six (6) consecutive years or more will progress to a new Step M of the State SP Pay Range Salary Schedule, provided that this provision will be implemented only to the extent such rate adjustments are funded through the State’s General Fund.
2. Per Memorandum of Understanding #2, if prior to July 1, 2013 and if Western and WFSE have an approved 2013-2015 collective bargaining agreement,
  - a. Should any compensation increase be approved, implemented and funded by the State of Washington for classified represented staff, compensated through the General Service Salary Schedule; Western Washington University WFSE bargaining unit employees will receive the same.
  - b. Upon the University receiving 2013-2015 budget appropriations the employer and WFSE will re-open Article 43, Compensation to discuss wages.

- c. The General Service Salary Schedule will, by separate Memorandum of Understanding with WFSE's General Government Bargaining Team, be automatically adjusted with a 1% across-the-board pay increase effective July 1, 2014, if economic growth causes State revenues to increase by \$200 million or more. This increase, if applied, will be applied to WFSE represented employees at WWU, too, based upon the above "me, too" agreement.

**Background:**

This request is submitted as an update to Western's September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete.

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. The inability to provide salary increases over the past four years, other than classified step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 classified salary and associated benefits base for those employees in bargaining unit B of the WFSE union.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

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

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

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

**Fiscal Detail**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$34,740	\$102,332	\$137,072
Fund 148, Dedicated Local	5,861	42,937	48,798
Fund 149, Operating Fees	42,460	125,073	167,533
<b>Total Resources</b>	\$83,061	\$270,342	\$353,403
 <b>USES (EXPENDITURES)</b>			
Classified Salaries & Benefits			
Step M Increase	\$83,061	\$111,768	\$194,829
1% Across the Board		158,574	158,574
<b>Total Expenditures</b>	\$83,061	\$270,342	\$353,403

**Package Description:**

The compensation request elements included in this decision package for the 2013-15 biennium are listed below and described in more detail in the collective bargaining agreement (CBA):

1. In accordance with items 25.1.B and 25.2.B, effective July 1, 2013, all employees who have been at Step L for six (6) consecutive years or more will progress to a new Step M of the State General Service Salary Schedule, provided that this provision will be implemented only to the extent such rate adjustments are funded by the State’s General Fund.
2. Per Letter of Agreement, if prior to July 1, 2013 and if Western and PSE have an approved 2013-2015 collective bargaining agreement,
  - a. Should any compensation increase be approved, implemented and funded by the State of Washington for classified represented staff, compensated through the General Service Salary Schedule; Union bargaining unit employees will receive the same.

- b. Upon the University receiving 2013-2015 budget appropriations the University and the Union will re-open Article 25, Compensation to discuss wages.

**Background:**

This request is submitted as an update to Western’s September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete.

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. The inability to provide salary increases over the past four years, other than classified step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 classified salary and associated benefits base for those employees in bargaining unit PTE of the PSE union.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

**DECISION PACKAGE TITLE: Bargaining Unit D – PSE Supervisory and Non Supervisory Units.**

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

Bargaining Unit D – Public School Employees of Washington/Supervisory and Non Supervisory Units – includes all supervisory/manager classes of clerical or technical employees.

**Fiscal Detail**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$30,993	\$82,077	\$113,070
Fund 148, Dedicated Local	7,626	29,399	37,025
Fund 149, Operating Fees	37,880	100,316	138,196
<b>Total Resources</b>	\$76,499	\$211,792	\$288,291
<b>USES (EXPENDITURES)</b>			
Classified Salaries & Benefits			
Step M Increase	\$76,499	\$86,660	\$163,159
1% Across the Board		125,132	125,132
<b>Total Expenditures</b>	\$76,499	\$211,792	\$288,291

**Package Description:**

The compensation request elements included in this decision package for the 2013-15 biennium are listed below and described in more detail in the collective bargaining agreement (CBA):

1. In accordance with items 25.1.B and 25.2.B, effective July 1, 2013, all employees who have been at Step L for six (6) consecutive years or more will progress to a new Step M of the State General Service Salary Schedule, provided that this provision will be implemented only to the extent such rate adjustments are funded by the State’s General Fund.
2. Per Letter of Agreement, if prior to July 1, 2013 and if Western and PSE have an approved 2013-2015 collective bargaining agreement,
  - a. Should any compensation increase be approved, implemented and funded by the State of Washington for classified represented staff, compensated through the General Service Salary Schedule; Union bargaining unit employees will receive the same.

- b. Upon the University receiving 2013-2015 budget appropriations the University and the Union will re-open Article 25, Compensation to discuss wages.

**Background:**

This request is submitted as an update to Western’s September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete.

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. The inability to provide salary increases over the past four years, other than classified step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 classified salary and associated benefits base for those employees in bargaining unit D of the PSE union.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

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

**Competitive Compensation for Classified Staff**

**Agency Recommendation Summary Text:**

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

**Fiscal Detail**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$5,355	\$17,791	\$23,146
Fund 148, Dedicated Local			
Fund 149, Operating Fees	6,545	21,745	28,290
<b>Total Resources</b>	\$11,900	\$39,536	\$51,436
 <b>USES (EXPENDITURES)</b>			
Classified Salaries & Benefits			
Step M Increase	\$11,900	\$25,789	\$37,689
1% Across the Board		13,747	13,747
<b>Total Expenditures</b>	\$11,900	\$39,536	\$51,436

**Package Description:**

The compensation request elements included in this decision package for the 2013-15 biennium are listed below and described in more detail in the collective bargaining agreement (CBA):

1. In accordance with item 43.2.B, Effective July 1, 2013, all employees who have been at Step L for six (6) consecutive years or more will progress to a new Step M of the State SP Pay Range Salary Schedule, provided that this provision will be implemented only to the extent such rate adjustments are funded through the State’s General Fund.
2. Per Memorandum of Understanding #2, if prior to July 1, 2013 and if Western and WFSE have an approved 2013-2015 collective bargaining agreement,
  - a. Should any compensation increase be approved, implemented and funded by the State of Washington for classified represented staff, compensated through the General Service Salary Schedule; Western Washington University WFSE bargaining unit employees will receive the same.

- b. Upon the University receiving 2013-2015 budget appropriations the employer and WFSE will re-open Article 43, Compensation to discuss wages.
- c. The General Service Salary Schedule will, by separate Memorandum of Understanding with WFSE’s General Government Bargaining Team, be automatically adjusted with a 1% across-the-board pay increase effective July 1, 2014, if economic growth causes State revenues to increase by \$200 million or more. This increase, if applied, will be applied to WFSE represented employees at WWU, too, based upon the above “me, too” agreement.

**Background:**

This request is submitted as an update to Western’s September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete.

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. The inability to provide salary increases over the past four years, other than classified step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 classified salary and associated benefits base for those employees in bargaining unit E of the WFSE union.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

**DECISION PACKAGE TITLE:**

**Competitive Compensation for Professional and Executive Staff**

**Agency Recommendation Summary Text:**

Western’s commitment to the highest quality learning environment includes recruiting and retaining a highly qualified, diverse professional staff through competitive compensation fostering a performance-based workplace culture.

**Fiscal Detail:**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$184,516	\$373,398	\$554,914
Fund 148, Dedicated Local	171,262	346,576	517,838
Fund 149, Operating Fees	225,520	456,375	681,895
<b>Total Resources</b>	\$581,298	\$1,176,349	\$1,757,647
<b>USES (EXPENDITURES)</b>			
Salaries & Wages	\$491,376	\$994,378	\$1,485,754
Benefits	89,922	181,971	271,893
<b>Total Expenditures</b>	\$581,298	\$1,176,349	\$1,757,647

**Package Description:**

Salary increases for all employees at Western is a high priority for Western. It is recognized at Western that in order to be a premier institution of higher education, we must recruit, hire and retain the highest quality staff, as well as faculty. Highly qualified professional staff members ensure that Western’s programs and services continue to be provided in an effective and efficient manner critical to delivering a high quality education.

This package requests the investment of the State for an increase to the professional and executive staff base in the amounts of 2.0% for 2013-14 and 2.0% for 2014-15 to provide a comparable salary increase as that negotiated with the classified unions.

**Background:**

This request is submitted as an update to Western’s September 10, 2012 biennial budget submission to OFM; at that time the negotiations with the classified staff unions were not complete. With these negotiations now complete, the one class of employee that has not been addressed in a decision package is the professional staff, including the executives. The inability to provide salary increases over the past four years, other than classified

step increases, for the general population of staff has left us vulnerable to losing high quality staff in which we may have invested years of training and education.

It is imperative that Western remain competitive in the ever changing labor market. In order for Western to successfully recruit, develop and retain a diverse professional staff workforce, we must be prepared to offer competitive compensation and encourage staff members to develop and invest their talents in the institution. This requires a commitment to pay a fair market value when recruiting for positions and an ability to increase compensation as professional staff increase their knowledge, skills and abilities.

**Expenditure Calculations and Assumptions:**

The expenditures for this proposal are based on the 2012-2013 professional and executive salary and associated benefits base.

**Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?**

All costs in the proposal are ongoing costs in future biennia.

**DECISION PACKAGE TITLE: Engineering at Western**

**Recommendation Summary Text**

The purpose of this proposal is to create an Engineering program at Western Washington University, based on the existing, ABET-accredited program in Engineering Technology. As well as transitioning the existing programs in Electronics, Plastics and Manufacturing Engineering Technology to Engineering programs, this proposal also enables a 50% increase in the number of graduates produced from those programs.

**Fiscal Detail:**

	<b>2013-14</b>	<b>2014-15</b>	<b>2013-15</b>
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$2,041,916	\$2,788,404	\$4,830,320
Fund 149, Tuition Operating Fees	\$369,701	\$593,371	\$963,072
<b>Total Resources</b>	<b>\$2,411,617</b>	<b>\$3,381,775</b>	<b>\$5,793,392</b>
<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$644,452	\$1,252,904	\$1,897,356
Faculty Non Tenure-Track	\$62,250	\$62,250	\$124,500
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$0	\$0	\$0
Classified	\$282,482	\$282,482	\$564,964
Hourly	\$0	\$0	\$0
<b>Salaries and Wages - Total</b>	<b>\$989,184</b>	<b>\$1,597,636</b>	<b>\$2,586,820</b>
<b>Employee Benefits</b>	<b>\$306,647</b>	<b>\$495,267</b>	<b>\$801,914</b>
<b>Goods and Services</b>	<b>\$300,786</b>	<b>\$438,872</b>	<b>\$739,658</b>
<b>Equipment</b>	<b>\$815,000</b>	<b>\$850,000</b>	<b>\$1,665,000</b>
<b>Total Expenditures</b>	<b>\$2,411,617</b>	<b>\$3,381,775</b>	<b>\$5,793,392</b>
<b>STAFFING FTE</b>			
Faculty	10.50	19.50	
Graduate Teaching /Research Assistants	0.00	0.00	
Exempt Professional	0.00	0.00	
Classified	5.50	5.50	
Hourly	0.00	0.00	
<b>Total FTE</b>	<b>16.00</b>	<b>25.00</b>	

### **Package Description**

The goal of this plan is to develop rigorous and engaging engineering programs by building on Western strengths in engineering technology. Western has a unique and long tradition of engineering technology excellence, producing students with a broad range of industry-ready, hands-on experience, coupled with a rigorous education. The transition of these programs to engineering will be a cost-effective way to address the needs of the state while providing our students with a strengthened mathematical and science foundation.

This request funds the transition of three ABET-TAC accredited engineering technology programs to three ABET-EAC accredited engineering programs – Electronics Engineering Technology (EET) to Electrical Engineering (EE), Manufacturing Engineering Technology (MfgET) to Manufacturing Engineering (MfgE), and Plastics Engineering Technology (PET) to Plastics Engineering (PE).

For each of the three programs, the major capacity would be increased from 24 majors per year to 36 majors per year.

### **Transition Plan**

**Timing.** If funding is approved during the 2012-2013 academic year, faculty searches will commence immediately, with the aim of having the new faculty on campus at the earliest possible date. Summer 2013 will be devoted to development of curriculum changes for approval in Fall 2013 and input to the 2014-2015 Catalog. With curriculum changes in place by Fall 2014, students entering WWU in Fall 2013 could complete an Engineering degree by Spring 2017. With careful course planning and some use of summer courses, students entering WWU in Fall 2012 may be able to complete an Engineering degree by Spring 2016.

**Curriculum.** The primary curriculum change for this transition is required to address ABET-EAC's 'One year Rule'. Engineering requires one year of mathematics and basic (biological, chemical, and physical) sciences. For Western, this means 45 quarter credits of mathematics and basic science – 25% of the total 180 credits required to graduate. This will be the most substantive and visible change to the three programs. It will require additional mathematics and basic science courses for all three program majors. It will also require the size of the programs to increase by approximately 5-13 credits. This will bring the three programs just below the size previous to budget reductions made for the 2011-12 year.

**Structure.** Initially, these would be programs within the renamed, Engineering Department. The College would be renamed the 'College of Science and Engineering'.

**Tenure-Track Faculty.** The transition to engineering, with a 50% increase in output of graduates will require a total of 14 new tenure-track faculty positions in Engineering, Mathematics, Physics and Chemistry, and another 3 tenure-track faculty positions in

other departments, for GUR support of the program. This would result in a student to faculty ratio close to the average for engineering programs in peer institutions.

These faculty positions would be filled over the two years of the biennium, as follows:

Year 1:

- 2 senior faculty, engineering - \$90,000 salary, \$80,000 startup each
- 3 junior faculty, engineering - \$72,000 salary, \$80,000 startup each
- 1 junior faculty, library - \$62,113 salary, \$20,000 startup
- 3 junior faculty, GUR support - \$62,113 salary, \$20,000 startup each

Year 2:

- 5 junior faculty, engineering - \$72,000 salary, \$80,000 startup each
- 2 junior faculty, mathematics - \$62,113 salary, \$20,000 startup each
- 1 junior faculty, chemistry - \$62,113 salary, \$85,000 startup
- 1 junior faculty, physics - \$62,113 salary, \$90,000 startup

In addition to faculty start-up costs, there is provision for \$15,000 per faculty position for recruiting, laboratory relocation and personal moving expenses, as well as student laboratory equipment expenses of \$200,000 in the first year and \$100,000 in the second year.

**Non Tenure-Track Faculty.** Additional 1.5 FTE non tenure-track CST faculty resources will be required for GUR support of the additional students and for teaching assistant resources for engineering courses.

**Staff.** Additional 5.5 FTE staff will be needed, all hired during the first year of the biennium.

- 2 program coordinators
- 2 IT Specialist 3
- 0.5 Engineering Tech Lead
- 1 Instructional Classroom Support 2

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

Until recently, the training of engineers by public institutions in the state of Washington was legislatively mandated to the University of Washington and Washington State University. Since these restrictions were lifted (see RCW28.B.20.060), only Eastern Washington University has developed a new undergraduate engineering program. At the same time, major manufacturing and development firms in the state have experienced significant increased demand for students trained in engineering statewide—particularly in industrial manufacturing and other highly specialized applied sub-fields. The rate of

increase is not constant; according to a major study recently conducted by the Georgetown University Center for Education in the Workforce, several key trends in the Washington State economy are directly impacted by decisions concerning the direction of key higher-education engineering programs:

- By 2018, 8% of all Washington’s jobs will be in STEM fields; this is the third highest percentage in the United States
- By 2018, 94% of the STEM-related jobs in Washington will require post-secondary education. This represents a 24% increase in Washington’s need for post-secondary STEM education—7 percentage points higher than the national average.
- By 2018, the total number of *engineering* jobs will reach 78,000.

In addition to these significant projections, it should be noted that the most populace region of Washington State is west of the Cascades, where the University of Washington provides the only established publicly funded residential engineering education and training opportunities for the students of our state. WWU represents the best and most cost-effective means to increase opportunities for educating future engineers in an established high-quality liberal arts environment that stresses hands-on training.

The opportunity to initiate an immediate and successful transition from our current highly acclaimed Engineering Technology (ET) program to one of full Engineering status is made possible because of several factors, including:

- 1) **Student demand:** The ET programs are running at capacity, and are among the largest programs in the college. The demand for engineering in the applied industrial fields is even larger, because, as mentioned, major companies seek to expand at a time when retirements loom in the current work force—particularly in the manufacturing sector. Therefore, the conversion to engineering, with an increase in access, will help relieve the internal bottleneck and put more students into the technical workforce pipeline;
- 2) **Opportunity to build on areas of strength at WWU and high demand in communities beyond WWU:** The addition of Engineering will enhance the pillar of CST represented by the professional programs. The converted Engineering Technology program would benefit from the expansion to engineering, while at the same time building and expanding bridges between themselves and the other departments and programs in the College;
- 3) **Existence of a strong core of interdisciplinary research and teaching in the area of Materials Science and Engineering:** The Plastics Engineering Technology program already has strong ties to faculty in Chemistry, Physics, and the Advanced Materials Science and Engineering Center (AMSEC). The

specialized fields of polymers and composites—with a focus on industrial applications—is underrepresented in higher education in Washington, and thus represent a significant area of interdisciplinary expansion opportunity. The addition of faculty and students in the area of polymers and composites will strengthen and expand the already thriving multidisciplinary teaching, research, and hands-on students experiences available at WWU.

- 4) **Strengthened expertise of students in the College:** The additional requirements for accreditation of engineering programs means students will receive a stronger mathematical and science foundation to strengthen the proven quality and pragmatic focus of the current WWU programs. The result will be graduate engineers with an expanded skill set, who will rise quickly to levels of technical and professional leadership.
- 5) **Increased access for students in the north Puget Sound region:** As part of the proposed program, extension opportunities in Everett will be linked to the new programs; the advantage is mutual: access to engineering education for the industrial workforce centered in the North Sound region while establishing strong corporate ties for Western students and faculty.

a) *What specific performance outcomes does the agency expect?*

The establishment of the new programs will contribute to the number of bachelor's degrees awarded in a high-demand field by expanding access and changing the level of outcomes. Outcomes measured will include the number of degrees awarded, the employment of Western graduates in high demand areas, and the number of Western's graduates who enter graduate school in advanced degree programs in engineering or related fields. WWU will also track the improvements in federal, corporate and private funding resulting from the creation of the new programs.

b) *Performance measure detail.*

The following metrics will be used to evaluate the performance of the programs:

- The number of Engineering degrees awarded
- Placement rates of Engineering graduates with employers in Washington and in other states.

- The effect of the Engineering program on the total number of degrees awarded in STEM.

**c) *Is this decision package essential to implement a strategy identified in Western's strategic plan?***

The recently adopted strategic plan for WWU explicitly states one of the core strategic goals of the university as 'Building on Western's strengths to address critical needs in the state.' Together, the opportunity to develop new engineering programs, as well as the emerging demand described above, creates a unique opportunity to enhance the programmatic offerings of CST and WWU, and to rebase in a way that can attract new resources from a variety of sources, and thereby provide a cost-effective way to address projections of crucial needs of Washington. It is therefore proposed to offer Bachelor degrees in Engineering at WWU, by converting the programs currently offering bachelor degrees in Engineering Technology.

**d) *Does this decision package provide essential support to one of the Governor's priorities?***

This proposal is in direct response to the current and growing needs of the State of Washington for engineers, particularly in the subfields associated with manufacturing and embedded systems.

**e) *Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

Students at Western will have an undergraduate opportunity that is very rare nationwide and currently not available in the state of Washington. The opportunity to major in manufacturing engineering, electronics engineering-with an emphasis in embedded systems, or plastics engineering will provide the state with an enhanced pipeline of undergraduates prepared for entry-level employment in a variety of industries including marine technology, aerospace, or bio-medical technology, to name only a few.

**f) *What are the other important connections or impacts related to this proposal?***

Western's engineering technology programs have already established reputations for excellence, and long-standing relationships with local industry. These industry partners appreciate the value of Western's pragmatic, laboratory and project-based learning because it prepares students to make immediate contributions to

their company's needs. The transition to engineering will maintain a careful balance to preserve these recognized strengths, while adding the value of a stronger theoretical foundation.

***g) What alternatives were explored by the agency, and why was this alternative chosen?***

There is no viable alternative to the creation of the new programs. It is necessary to institute and fund the new programs in order to effectively act upon the critical need faced by the state in the engineering fields.

***h) What are the consequences of not funding this package?***

The current programs will continue; however, without resource enhancement, no increases in either capacity or programmatic expansion are possible.

***i) What is the relationship, if any, to the state's capital budget?***

No impact

***j) What changes would be required to existing statutes, rules, or contracts, in order to implement the change.***

No impact

***k) Expenditure and revenue calculations and assumptions.***

The expenditures for the transition from Engineering Technology will be offset somewhat by the additional students enrolled in each program. The revenue assumed is based on the following:

- In the transition year, WWU will have the ability to enroll 36 new students in year one of the program (freshman year) and 36 transfer students in year three of the program (junior year); 36 additional students will be enrolled every freshman class thereafter.
- Tuition is calculated using the undergraduate resident rate for all additional students.
- Revenue for entire transition is not reflected in this package as it will take four full years to enroll to capacity of the programs.
- Progressive tuition rates include a seven percent growth factor, and are discounted to 78 percent applied to Engineering, as some of the courses taken are prerequisites from other disciplines.

***l) Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?***

The biennial cost for this package includes \$1,745,000 in one-time expenses. These expenses are as follows:

- \$15,000 per new faculty member for recruitment, laboratory relocation and personal moving expenses; 18 new faculty recruited and hired, 1.5 converted from existing faculty; total one-time cost of \$270,000
- Startup funds ranging between \$20,000 and \$90,000 for each new faculty member; different disciplines of study require different levels of startup funding; total one-time cost of \$1,095,000
- One time funding to increase student lab capacity to accommodate the additional students per program; total one-time cost of \$300,000
- Professional service contracts in the form of faculty summer stipends and external consultants to design the curricular program and ensure it meets ABET-EAC criteria; total one-time cost of \$80,000

Ongoing expenses to transition to a fully accredited Engineering Program capable of producing 108 new engineers annually in the state of Washington, requested in the form of recurring state appropriations, total \$3,085,320.

**DECISION PACKAGE TITLE: Western Washington University’s Institute for Energy Studies**

**Recommendation Summary Text**

The WWU Institute for Energy Studies decision package will help fund Western’s implementation of an innovative undergraduate program designed to meet the needs of Washington’s rapidly expanding clean technology / energy economy. The program includes two degrees, with minors, which have an integrated, multi-disciplinary approach to solving energy problems. It combines energy-related science and engineering technology, with economics, business, and policy in the nation’s first broadly interdisciplinary undergraduate energy degree. Graduates will possess a strong blend of analytical and communication skills along with energy-related expertise that regional and national energy experts have identified as essential to their workforce needs.

**Fiscal Detail:**

	<b>2013-14</b>	<b>2014-15</b>	<b>2013-15</b>
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$511,353	\$1,433,878	\$1,945,231
Fund 149, Tuition Operating Fees	\$0	\$0	\$0
Fund 859, WWU Foundation	\$135,000	\$450,000	\$585,000
<b>Total Resources</b>	<b>\$646,353</b>	<b>\$1,883,878</b>	<b>\$2,530,231</b>
<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$167,113	\$716,339	\$883,452
Faculty Non Tenure-Track	\$50,000	\$50,000	\$100,000
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$0	\$0	\$0
Classified	\$92,000	\$92,000	\$184,000
Hourly	\$0	\$0	\$0
<b>Salaries and Wages - Total</b>	<b>\$309,113</b>	<b>\$858,339</b>	<b>\$1,167,452</b>
<b>Employee Benefits</b>	<b>\$95,825</b>	<b>\$266,085</b>	<b>\$361,910</b>
<b>Goods and Services</b>	<b>\$163,415</b>	<b>\$255,454</b>	<b>\$418,869</b>
<b>Equipment</b>	<b>\$78,000</b>	<b>\$504,000</b>	<b>\$582,000</b>
<b>Total Expenditures</b>	<b>\$646,353</b>	<b>\$1,883,878</b>	<b>\$2,530,231</b>
<b>STAFFING FTE</b>			
Faculty	2.84	10.84	13.68
Graduate Teaching /Research Assistants	0.00	0.00	0.00
Exempt Professional	0.00	0.00	0.00
Classified	2.00	2.00	4.00
Hourly	0.00	0.00	0.00
<b>Total FTE</b>	<b>4.84</b>	<b>12.84</b>	<b>17.68</b>

## Package Description

### 1. What is the problem or opportunity the agency is addressing?

*“Energy is simultaneously our state's biggest problem and our biggest opportunity. It is our problem because of emissions and rising costs. It is our opportunity because clean energy can improve the environment while also bringing new jobs and our next export opportunity.”*

Jesse Berst  
Managing Director, Global SmartEnergy and Advisor to the US Dept. of Energy  
WWU Institute for Energy Studies Founding Advisory Board Member

Concerns over carbon emissions related to energy use and energy inefficiency have created a global challenge. Any meaningful response to this challenge must address current and future sources of energy and examine issues related to energy consumption, generation, transmission, distribution and policy. It is a complex problem and the responses to it are spawning a complex new energy economy.

This new energy economy – from renewable power to energy efficiency – represents a tremendous economic opportunity for the state of Washington. Today, our state ranks 10<sup>th</sup> among all 50 states in terms of clean economy jobs, and the Seattle area ranks 13<sup>th</sup> among the 100 largest metro areas, according to the Brookings Institute.<sup>1</sup>

Western Washington University recognizes that the state’s ability to harness this untapped economic potential requires an innovative approach to higher education. To ensure the state has access to a robust talent pool of future leaders, Western is launching a first-of-its-kind Institute for Energy Studies to provide students with the diverse mix of skills necessary to tackle this complex global challenge and to advance the new energy economy.

### 2. Exactly how does the agency want to address this problem or opportunity?

There are three essential elements to the approach that Western Washington University is taking to respond to the stated problem and the opportunities presented by it.

First, Western has established the Institute for Energy Studies in order to house a program that will include two new undergraduate degrees. This program represents a paradigm shift in how students are prepared to succeed in a future that requires an integrated, multi-disciplinary approach to solving complex problems. This new program, which is the subject of this decision package, builds upon Western’s successful legacy for adopting an interdisciplinary approach to higher education.

Second, the proposed program will address an unmet need in our state for Bachelor-level graduates who are prepared to become the future professionals within the energy sector. These graduates will understand the critical linkages between science, technology, economics, business, and policy and how they combine to advance the new energy industry.

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<sup>1</sup> <http://www.brookings.edu/~media/series/clean%20economy/53.pdf>  
<http://www.brookings.edu/~media/series/clean%20economy/42660.pdf>

Third, the Institute, and its undergraduate program of interdisciplinary education, will play a major role in supporting the state of Washington's leadership position in the new energy economy by becoming a destination learning and research center for undergraduate students. The vision presented by the proposed program is not a business-as-usual scenario for higher education. Rather, it is a new kind of program that is forward-looking and explicitly responsive to the needs of industry. Western cannot achieve this vision without an investment by the state.

The curriculum for the program will include a Bachelor of Science degree, a Bachelor of Arts degree and the option to minor in science and technology; or policy, economics and business. Internships and exposure to the energy industry is a key aspect of this applied program. Research will cover a wide range of investigation related to clean and renewable energy and energy efficiency. Program participants will gain core competencies in energy related science, policy, technology, economics and business and have opportunities to participate in energy research with nationally recognized faculty-mentors.

### ***2.1 Why Western Washington University?***

Western is already involved in clean and renewable energy research and education. Several departments offer courses related to energy and numerous faculty members are engaged in energy related research with the help of undergraduate students. For example, the Advanced Materials Science and Engineering Center (AMSEC) is currently conducting research that could significantly improve the effectiveness of solar panels by developing technology for ultra-high efficiency collection and concentration of sunlight. Other research includes projects focused on renewable biofuels for transportation applications.

The Institute for Energy Studies will continue Western's tradition of research innovation, environmental leadership and commitment to undergraduate education. Three colleges within the University (the College of Business and Economics, Huxley College of the Environment, and the College of Sciences and Technology) have collaborated to produce a unique program that harnesses energy expertise from throughout the campus. All three colleges are nationally recognized for their outstanding educational programs and demonstrated educational excellence. This multi-college program will support interdisciplinary learning while fostering an approach to problem solving that encourages cross-discipline thinking.

### ***2.2 What are the unique features of the program?***

**Energy Experts** Individuals from outside the university, who understand the complexities of building and growing a clean, efficient and sustainable energy sector, will have an ongoing role in helping guide the development and expansion of the program. Their participation will insure the continuing relevance of the program within a rapidly changing external environment.

**Applied Research** Western is already involved in energy research including projects to increase the efficiency of photovoltaic cells; upgrading of biomass to renewable biofuels for transportation applications; and the development of highly fuel-efficient vehicles with low emissions. Students enrolled in the Institute's program will have opportunities to be directly involved in faculty-mentored research and applied technology projects. Research conducted

in the program will have a direct impact on the regional economy and the ability of the state to lead development of clean, renewable and efficient energy.

**An Interdisciplinary Core Curriculum** The Bachelor of Arts and Bachelor of Sciences degree will share a core curriculum focused on topics such as human use of energy; the business of delivering energy; the economic and environmental impacts of energy use, and a capstone course. The capstone course will provide an “applied learning” experience in which interdisciplinary teams of students collaborate to solve real-world energy related problems.

**Shared Fundamentals** Students pursuing either degree will be required to take a group of courses that provide a solid foundation in multiple disciplines. The fundamentals of a wide range of science, economics, policy and business will be covered through courses taken by all students. Students who pursue a BS degree will take extra courses in the science and technology of energy. Those who pursue a BA degree will take additional energy related courses in policy, economics and business.

**In Depth Learning** After completion of the core and fundamentals series, students will deepen their knowledge and experience within their degree through additional credits required by the major. During this phase of the program, opportunities for “hands on” learning will continue, with internships and applied research experiences conducted in partnership with government, non-government organizations (NGO’s) and industry.

**An Option to “Minor” or “Master”** Industry leaders have indicated that a “minor” in energy would have substantial value for students wishing to major in policy, economics, business or a specific science. The minor will be particularly valuable for individuals who seek leadership roles in business, government or research institutions. Western’s program will include an energy minor in science and technology and an energy minor in policy, economics and business. It is also anticipated that the program will, in the future, develop graduate degrees in both the sciences and arts.

### **2.3 How is the structure of this program unique?**

Three colleges are collaborating to provide this integrated program of learning, research and regional involvement. Faculty members from each of the three colleges have led the development of the program. Their commitment to education and research; recognition of student and societal demand; and renewable energy expertise has helped shape a program that is uniquely suited to fill an educational gap identified by industry leaders and students.

**The College of Business and Economics** was established in 1976 and is a selective admission college with undergraduate and graduate programs fully accredited by AACSB International - The Association to Advance Collegiate Schools of Business. The College is known for its quality undergraduate programs in business administration, economics, accounting, and manufacturing and supply chain management; its MBA program is listed among the top 100 in the world for coverage of ethical, social, and environmental issues by the Aspen Institute, and its Department of Economics has nationally recognized faculty specializing in environmental and resource economics.

**Huxley College of the Environment** was established in 1969, leading the way in the academic study of the environment with an interdisciplinary approach that combines social science and policy analysis with the rigors of scientific investigation. Huxley College programs have long set the standard for education in the fields of environmental science, toxicology, planning, and policy. It is a selective admission college with undergraduate and graduate degrees in the arts and sciences.

**The College of Sciences and Technology** was established in 2003 when seven science and technology departments were brought under the leadership of a new dean. The College is nationally known for its outstanding programs in Biology, Chemistry, Computer Science, Engineering Technology, Geology, Mathematics, Physics/Astronomy and Science Math and Technical Education (SMATE). It is a recognized leader in the area of advanced materials science engineering (AMSEC) and home to the award winning Vehicle Research Institute, whose Viking 45 car recently placed in the top ten in the 2010 Progressive Automotive X-Prize Challenge competition.

#### ***2.4 When will the program be available?***

The research component of the program is already in place and growing with funding for several projects from the National Science Foundation and other agencies. The Energy Policy minor was launched in the fall of 2012 with students enrolling during the spring of 2012. Seed money from external advisors supported the early launch of this first minor.

The total funding package, which includes this decision package, will provide the funding necessary to develop and launch the second minor (science & technology) and both majors. With commitments of public and private funding, WWU will be able to begin enrolling students for the technology minor and the two Bachelor degrees during the 2013-15 biennium.

### **3. What will the package funding actually buy?**

This package will allow WWU to hire nine new faculty members to teach and conduct research for the Institute for Energy Studies. These new positions are NOT a “buy back” of positions lost or not hired as a result of recent budget reductions. Rather, they are the positions needed to address the priority educational needs of Washington State and the strategic goals of the University.

These positions include two new faculty lines in Engineering Technology, two new lines in Material Sciences (likely one emphasizing Chemistry and one in Physics), one new line in Environmental Sciences with a focus on atmospheric science), two new lines in Economics, one new line in Energy Policy, and a new librarian. The package will also buy a full-time technician in Engineering Technology, and clerical support staff.

**Agency's subject matter expert**

Dr. Andy Bunn  
Director, Institute for Energy Studies  
Associate Professor of Environmental Sciences  
Western Washington University  
516 High St Bellingham WA  
98225-9181  
360-650-4252  
andy.bunn@wwu.edu

**Narrative Justification and Impact Statement:**

***a) What specific performance outcomes does the agency expect?***

This decision package will increase WWU's capacity to meet existing and emerging workforce needs. The founding advisory board for WWU's Institute for Energy Studies has been very clear in stating that the current model of training and educating energy-sector employees is inadequate and that an interdisciplinary approach is required to meet the qualifications and skills needed in today's marketplace.

The program will also expand STEM education within the state. The Bachelor of Science degree and Energy Technology minor are both STEM programs. The Bachelor of Arts and Energy Policy minor contain a much higher proportion of STEM-related coursework than other business, economics, and policy programs.

This program will also improve general education for all students regarding the impacts of energy consumption, production, distribution and policy on society as a whole. For instance, the curriculum includes a large lecture class ENRG 101: Energy and Society that will be offered twice a year with an enrollment up to 480 students. There will also be an online version that will increase the impact of this class in general energy education via summer enrollment. The target audience for this class will be place bound learners, many of whom are enrolled at WWU through programs available at Olympic College, Peninsula College and Everett Community College.

The program will provide majors in energy and general education, paired with minors in energy policy and energy technology. These minors will increase the number of undergrads who are qualified to pursue advance energy-related degrees. For instance, a student majoring in Chemistry could also pursue a minor in energy and be well prepared to enter a graduate degree in material sciences.

***b) Performance measure detail.***

With nine new faculty hires, this package will produce approximately 133 Full-Time Equivalent Students<sup>2</sup>. This will place the Institute for Energy Studies at 103% of the WWU average for student credit hours and 112% of student enrollment per full-time faculty. The capstone courses (two per year) will each have an enrollment of 24 students allowing for 48 majors per year. All majors will complete either an internship (with an

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<sup>2</sup> These numbers are based on the average measures per full-time equivalent faculty for the three participating colleges taken from Western's Academic Fact Book.

outside business or agency) or a research experience with Institute faculty. It is expected the two minors to accommodate approximately 24 students each. A student interest survey, conducted in the spring of 2011, indicates that there is strong demand to be met in general energy education. The survey included all sophomores and all graduating seniors. Survey results showed that an overwhelming majority (75% – 80%) of those who responded (n=500) indicated that an energy-related program was a good fit for WWU and would be, or would have been, of interest to the student as a primary degree or minor. Based on this information, it is anticipated that the large-lecture class ENRG 101: Energy and Society will be offered twice a year to approximately 480 students in each section.

c) ***Is this decision package essential to implement a strategy identified in Western's strategic plan?***

Western Washington University has identified five strategic goals. The proposed decision package is an essential component of the University's plan to achieve four out of the five stated goals. These four goals are:

- *Build upon Western's strengths to address critical needs in the State of Washington.*  
Energy industry experts, both regional and national, are serving as key advisors to the proposed program. They have clearly stated that Washington State currently lacks a sufficient number of appropriately educated individuals to meet the evolving needs of the energy workforce. The curriculum for the program has been developed, with their direct involvement, to respond to the demands of the emerging and rapidly changing, energy economy.
- *Expand student access to rigorous and engaging baccalaureate and graduate education.*  
Students are demanding educational opportunities that specifically relate to the future they perceive will be theirs. Funding the Institute for Energy Studies decision package will immediately increase Western's ability to respond to this demand and thus expand access to *engaging baccalaureate and graduate education*.
- *Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.*  
The proposed program draws heavily on Western's unique brand of undergraduate education, emphasizing collaborative scholarship and research in a manner that will strengthen Washington state and the broader region served by WWU.
- *Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.*  
The development of the proposed program has "pushed the envelope" of traditional curriculum development by working not only across disciplines but across the traditional structure of the university to create an innovative program built upon the complementary strengths of three colleges. Western has, over the

past several years, been engaged in an active “listening” project to best determine how to meet the rapidly changing educational needs of a complex post-industrial society. Key constituents and stakeholders from throughout the region have responded to inquires about how to best prepare graduates with several consistent messages. One of the most prominent messages has been the urge to re-think the way we educate—It has been emphasized that we need to prepare students to think “across disciplines” so that they can become effective members of teams working to solve the complex problems of society. The proposed program does precisely this and is a critical component of Western’s plan to implement strategic goals.

***d) Does this decision package provide essential support to one of the Governor’s priorities?***

The 2008 Strategic Plan for Higher Education in Washington (and the 2012 update) has two overarching goals:

- “1) Create a high-quality higher education system that provides expanded opportunities for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships; and*
- 2) Create a higher education system that drives greater economic prosperity, innovation and opportunity.”*

The Institute for Energy Studies decision package is perfectly aligned to both fundamental goals. Funding this package will allow expanded opportunities for postsecondary degree attainment in one of the most urgent need areas of our time. The package will also support collaboration with energy advisors and partners on basic and applied research, student internships, and novel projects to more fully drive innovation and opportunity in key need areas for the state.

As noted in other areas, funding the proposed decision package will allow Western to create two new energy related minors and two new energy-related majors, as well as create general education courses that will contribute to the “public good.” The 2008 Strategic Plan describes the importance of education and the public good as societal benefit, economic benefit, personal benefit, and generational benefit. The Energy package directly addresses these key areas by increasing the knowledge that citizens need to effectively participate in the complex energy choices that lie ahead.

Washington Learns, also outlined in the 2008 Strategic Plan, goals 8, 9, and 10 are also directly addressed by this proposal. Goal 8 ensures that “*all Washingtonians will have access to affordable postsecondary education and workforce training opportunities that provide them with the knowledge and skills to thrive professionally and personally.*” Western has long been known as providing such skill sets, and now seeks to expand these skills to meet 21<sup>st</sup> century needs.

Goal 9 addresses the need for “*Washington to have a well-trained and educated workforce that meets the needs of our knowledge-based economy.*” The Institute for Energy Studies was created to meet these very needs and its actively engaged advisory board is committed to providing the input and feedback necessary to stay at the forefront of a knowledge-based energy economy.

Goal 10 speaks to the “*academic research that fuel discoveries and innovations that allow Washington businesses to compete globally.*” Discoveries and innovations for the 21<sup>st</sup> century are most likely at interdisciplinary boundaries, which is one of the key differentiators of the Institute for Energy Studies. The Institute for Energy Studies is designed to bring together faculty from three colleges with the purpose of interdisciplinary thought, curriculum creation, and research.

The 2008 Strategic Plan’s vision for 2018 calls for the need to “*promote economic growth and innovation by mobilizing our education and research resources to match talent with opportunity.*” The Institute for Energy Studies’ program has been designed to harness student interest and faculty expertise in a field that has tremendous economic growth potential. The program will strengthen our state’s economic infrastructure by increasing the talent pool available to capitalize on the opportunities presented by evolving and expanding energy economy.

The 2008 Strategic Plan, as well as its update in 2012, addresses the need

*“to promote economic growth and innovation by filling unmet needs in high demand fields, promote student enrollment in STEM fields, expand research capacity, and contribute to the innovation economy. Policy goals include expanding degrees in STEM programs and improving student interest in and preparation for programs in high-demand fields.*”

Western’s new Institute for Energy Studies directly contributes to both policy goals. The high-demand in this case stems from both student demand and industry needs.

Overall, the Institute for Energy Studies decision package aligns with the basic tenants of the 2008 Strategic Plan and the Strategic Master Plan Update 2012. Accountability measures to assess the success of program goals have been addressed in a previous section of this narrative. The Institute for Energy Studies has a unique advantage as a different kind of institutional model. The Institute and its program have been built from the “ground up” with input from many stakeholders and constituents and include clear, straightforward and relevant mechanisms for accountability.

**e) *Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

The Institute for Energy Studies decision package makes key contributions to statewide results according to the Priorities of Government in the Statewide Results area of Postsecondary Learning.

This package directly addresses indicator number three, “*expand opportunities for Washington students for the new economy*” because all components of the Institute for

Energy Studies program have been based directly on key stakeholder input. The proposed curriculum is comprised of interdisciplinary work and disciplinary strengths in response to input from a variety of widely recognized thought leaders within the “new economy.”

The package also addresses indicator number five, “*improve the linkage between university research and Washington’s economy*” by providing opportunities for faculty and students to work directly with the program’s private and public sector collaborators to address some of the most important economic issues facing the citizens of Washington State.

It is important to note that the WWU Institute for Energy Studies program is the result of careful evaluation of the education needs of state, and indeed, the nation. It has been designed to build upon the strengths of Western and Western’s role in the state’s higher education portfolio while complimenting activities and programs available at other educational institutions in our state.

**f) *What are the other important connections or impacts related to this proposal***

Across the nation universities and colleges are expanding programs to respond to the demand for education and training related to clean and renewable energy and energy efficiency. There has been a particularly strong surge in academic offerings connected with engineering and research.

Here in Washington, several institutions of higher education are engaged in programs and activities related to energy. The program emphasis at our largest universities, UW and WSU, is focused on various aspects of energy-related research, innovation, technology transfer and commercialization. These efforts are contributing to the growth of the clean technology economy in our state. At the regional university level, CWU has recently added an energy studies minor while other regional universities offer a variety of energy-related courses. The Pacific Northwest Center of Excellence for Clean Energy Centralia Central College offers some energy-related Associate of Arts degrees, which are primarily technical, and several Certificate programs in the skilled trades, which are energy-related.

Despite the strong presence that Washington State’s institutions of higher education have in the growing field of energy education, there is a noticeable gap. This gap has been analyzed by faculty and administrators at Western. That analysis revealed what is missing from the educational landscape, according to industry leaders, policy makers, business owners, researchers and academics from local institutions as well as from Stanford, MIT, Battelle and the National Renewable Energy Lab, is a comprehensive Bachelor degree program that fully combines the fields of science (including environmental), technology, economics, business management, politics and public policy.

National and regional industry experts have been advising the development of the WWU program and have indicated there is a rapidly growing demand for an energy-related undergraduate degree program that produces both depth and breadth of knowledge. Scientists, researchers and business people need to understand policy. Policy makers and

entrepreneurs need to understand the science and technology upon which the industry is based. And everyone needs to understand the principles of economics and business management.

The degree program affiliated with the Institute of Energy Studies at Western will address this critical, unmet need—right here, in Washington State. The program will position the state to lead the nation in the next wave of economic expansion and innovation by preparing graduates who are ready to manage and lead in a complex and dynamic new energy economy.

Possible concerns of key stakeholders, such as other academic institutions, rightfully include the concern that a new major degree program at WWU would be duplicative of other educational programs in the region. Western has taken great care to create a program plan that will uniquely enhance the educational infrastructure of our state. In addition to meeting rapidly expanding and complex workforce needs of our local economy, the program will complement the activities taking place in Washington's research universities by developing an elite class of graduates who are uniquely prepared to pursue PhDs in related fields.

Advocates for the WWU program include a diverse group of recognized national and regional leaders. (see Appendix I) Their endorsement of the proposed program is strong and includes, but is not limited to, the following:

*"... The university's innovative new program, unique in the country, will provide students a strong foundation to solve the complex challenges associated with finding energy solutions for aviation and other sectors of the economy. This program will prepare students to compete in the green economy and help position the state as a leader nationally in the next wave of economic expansion and innovation."*

**Bill Ayer, Chairman and former CEO  
Alaska Airlines and Alaska Air Group**

*"This exciting new program combines the four essential components needed to address our critical national and global energy security and climate-disruption challenges: Science, Technology, Policy and Business. Science helps us define the urgency and importance of these challenges; Technology provides the physical basis for addressing the changes we need to make; Policy helps create incentives to encourage use of those technologies; and Business, perhaps the most underappreciated component, is critical if we are to achieve the scale needed to reach our energy and environmental goals. Western Washington University is to be congratulated for positioning itself in the heart of this most important emerging area of education."*

**Gil Masters Ph.D., Professor (emeritus) & Author  
Civil and Environmental Engineering, Stanford University  
Renewable and Efficient Electric Power Systems (2004)  
Energy for Sustainability: Technology, Policy and Planning (2008)**

*"Western is ideally situated to provide exceptional education in the area of clean and renewable energy and energy efficiency. It is located in a dynamic, entrepreneurial environment with industry partners at all scales and in all corners of sustainable energy activity. It has forged a strong foundation of collaboration among faculty and colleges within the university. And it has crafted a robust and innovative curriculum that displays both a clear priority on learning by doing and commitment to the integration of science, technology, and key social sciences. Each of these building blocks is critical for providing an educational experience that will prepare tomorrow's workforce in every dimension of clean and sustainable energy"*

*systems. Graduates who pursue this carefully designed program at Western Washington University will hit the ground running, ready to lead - and not a moment too soon.*

***Amanda Graham, Director of Education  
Massachusetts Institute of Technology Energy Initiative***

*“If we hope to achieve the goal of clean, affordable energy for all, we have to approach the problem in a holistic, systems fashion. It is precisely that cross-disciplinary approach that distinguishes the Institute for Energy Studies. I strongly encourage support for this much-needed effort to train the next generation of leaders our region urgently needs.”*

***Jesse Berst, Managing Director  
Global SmartEnergy  
Advisor to the US Dept. of Energy***

*“Washington State has become a leader in power conversion technology and clean energy systems for three reasons: an excellent infrastructure for Pacific Rim trade, a historical leadership position in advanced design and precision manufacturing, and-- most important-- well-trained and educated people capable of making the most of these advantages. The Alpha Group companies, which include OutBack Power Technologies, realize that continued growth depends on successive generations of leaders and problem solvers. The WWU Institute for Energy Studies provides the focus and resources required to develop them.”*

***Harvey Wilkinson, General Manager  
OutBack Power Division  
Alpha Technologies, Inc***

*“We are proud to support the Institute for Energy Studies program at WWU. As a member of the founding advisory board, I have had the opportunity to provide input to the program and can say that the proposed curriculum is precisely what is needed to address our current and future energy workforce needs.”*

***Warren W. Michelsen  
District General Manager - Northwest-Hawaii  
Trane Climate Solutions  
Ingersoll Rand***

***g) What alternatives were explored by the agency, and why was this alternative chosen?***

In 2009 WWU’s Provost coordinated a faculty taskforce to explore the student interest and feasibility of establishing an energy curriculum on campus. Part of this involved a survey of student interest in energy classes and majors. The other major component was a workshop comprised of local and national energy experts to advise Western how an interdisciplinary energy curriculum could meet the needs of the energy sector now and fifty years from now. One of the questions the group addressed was whether a combination of minors or technical certificates would meet industry needs. The answer from the participants was “no.” The consensus from this meeting was that other options might meet some technical needs (e.g., a technical certificate in wind power) but would not provide the workforce need for managers and analysts which have a broad and deep understanding of the energy sector that includes science, technology, and policy.

***h) What are the consequences of not funding this package?***

The consequences of not funding this package are significant.

Western will not be able to offer the interdisciplinary Bachelor degrees that stakeholders have identified are a key to our state's ability to fully capitalize on the opportunities presented by the emerging clean technology / green energy economy.

Failure to provide public support for the program will also significantly impact Western's ability to secure private funding for the program. Current stakeholders are expressing interest in providing on-going private support to the program and see their potential investment as part of a private-public partnership to help shape and guide the future of our state's economy.

***i) What is the relationship, if any, to the state's capital budget?***

The decision package for the Institute for Energy Studies is not directly linked to the capital plan at this point in time.

***j) What changes would be required to existing statutes, rules, or contracts, in order to implement the change.***

None.

***k) Expenditure and revenue calculations and assumptions.***

This proposal is a partnership between the State of Washington, WWU, and private contributors. In addition to the knowledge and guidance provided by the advisory board members listed in Appendix I, Western is securing private donations to create an endowment to help support the costs of this program. The plan is to have an endowed gift to produce \$135,000 in year one and \$450,000 annually thereafter.

***l) Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?***

Western is requesting a biennial amount of \$1,945,231 as the state's contribution to support the Institute for Energy Studies. One-time funds in the amount of \$634,000 will support the recruitment, relocation, and startup costs for adding 10.84 new faculty members. The remaining \$1,311,231 is recurring support to be combined with endowment earnings from private sources to fund this innovative, unique solution in energy studies.

**Appendix I: Institute for Energy Studies Founding Advisory Board**

David Allen, Executive Vice President  
McKinstry

David Benson, Partner  
Stoel Rives LLP

Jesse Berst  
Global Smart Energy

Michael Butler, Chair/CEO  
Cascadia Capital LLC

Billy M. Glover, Vice President  
Environment & Aviation Policy  
The Boeing Company

Denis Hayes, President  
Bullitt Foundation

Lars Johansson, Co-Chair  
NW Energy Angels

William Johnston  
Energy Efficiency & Renewables Program  
Director  
Schneider Electric

Steve Klein, General Manager  
Snohomish County PUD #1

Keith Loveless, General Counsel  
Legal & Corporate Affairs  
Alaska Airlines

Ross Macfarlane, Senior Advisor  
Business Partnerships / General Counsel  
Climate Solutions

Warren Michelsen,  
District General Manager  
Trane/Hussmann Climate Solutions Ingersoll  
Rand

Paul Norman, Vice President (Retired)  
Bonneville Power Administration

Tom Ranken, President & CEO  
WA Clean Tech Alliance

William D. Ruckelshaus, Strategic Director  
Madrona Venture Group and Evergreen  
Venture

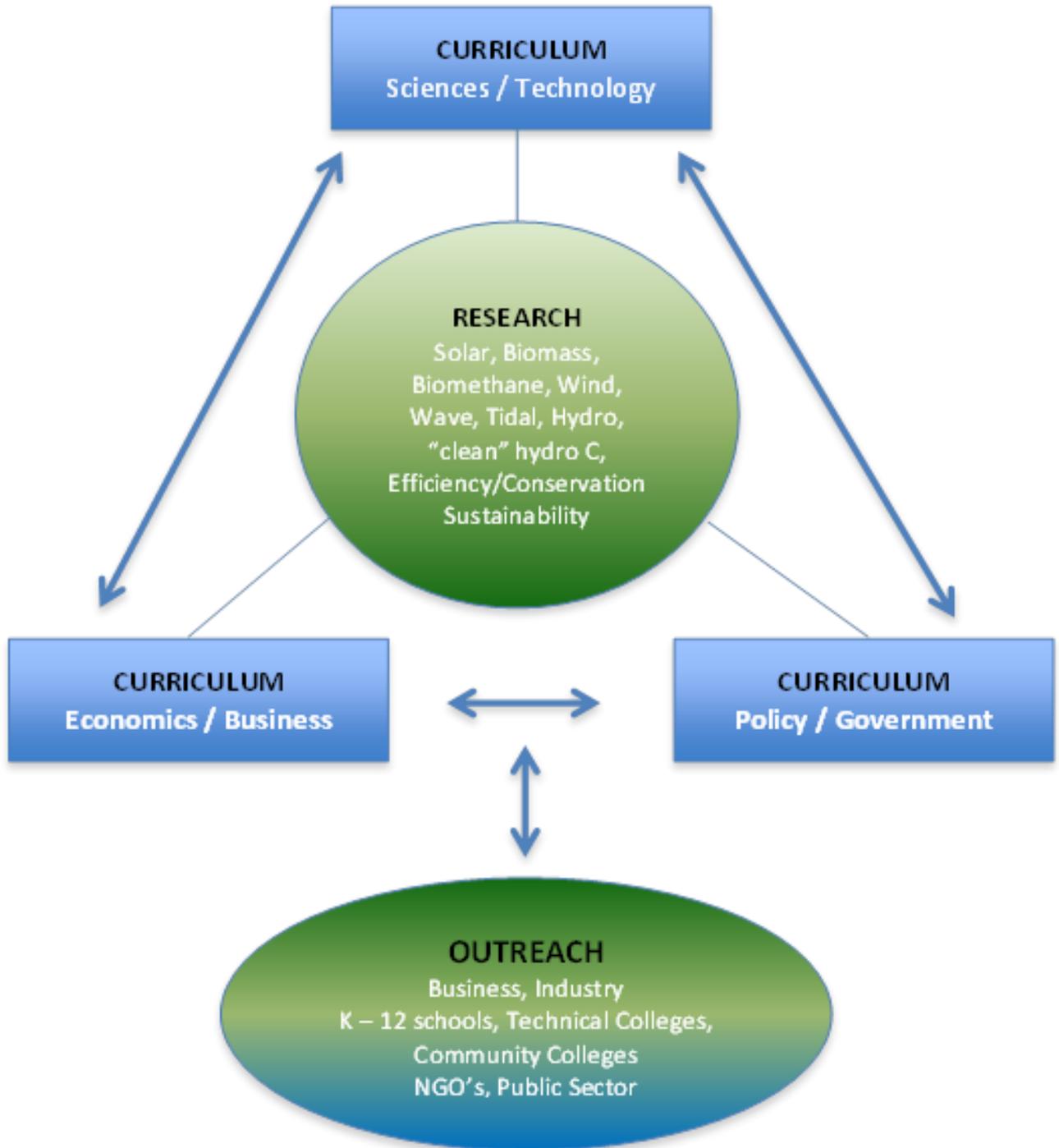
Tony Usibelli, Assistant Director  
State Energy Office  
WA State Department of Commerce

Andy Wappler, Vice President Corporate  
Affairs  
Puget Sound Energy

Harvey Wilkinson, General Manager  
OutBack Power Division  
Alpha Technologies, Inc

**Ex Officio—Special Advisor to the  
Advisory Board**

Dennis McLerran, Administrator  
EPA Region 1



**DECISION PACKAGE TITLE: WWU STEM TEACHER PREPARATION**

**Recommendation Summary Text**

Effective teachers to improve K-12 student achievement in STEM (science, technology, engineering, and math) are essential to Washington’s economic future. By adding three faculty, two Master Teachers, and two staff, WWU will create the capacity to 1) graduate 100 high quality, diverse secondary STEM teachers each year—double current numbers, 2) fill newly approved programs to produce a diverse cadre of exceptional middle school STEM teachers, and 3) focus elementary programs on graduating every new teacher ready to effectively teach STEM to all students and prepare a diverse cadre of certified specialists to lead elementary STEM instruction.

**Fiscal Detail:**

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$835,772	\$1,020,816	\$1,856,588
Fund 149, Tuition Operating Fees	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$835,772</b>	<b>\$1,020,816</b>	<b>\$1,856,588</b>
<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$124,226	\$186,339	\$310,565
Faculty Non Tenure-Track	\$140,000	\$140,000	\$280,000
Graduate Teaching/Research Assistants	\$41,555	\$41,555	\$83,110
Exempt Professional	\$18,750	\$18,750	\$37,500
Classified	\$89,460	\$89,460	\$178,920
Hourly	\$25,000	\$50,000	\$75,000
<b>Salaries and Wages - Total</b>	<b>\$438,991</b>	<b>\$526,104</b>	<b>\$965,095</b>
<b>Employee Benefits</b>	<b>\$136,087</b>	<b>\$163,092</b>	<b>\$299,179</b>
<b>Goods and Services</b>	<b>\$220,694</b>	<b>\$281,620</b>	<b>\$502,314</b>
<b>Equipment</b>	<b>\$40,000</b>	<b>\$50,000</b>	<b>\$90,000</b>
<b>Total Expenditures</b>	<b>\$835,772</b>	<b>\$1,020,816</b>	<b>\$1,856,588</b>
<b>STAFFING FTE</b>			
Faculty	4.00	5.00	
Graduate Teaching /Research Assistants	1.00	1.00	
Exempt Professional	0.25	0.25	
Classified	2.00	2.00	
Hourly	0.50	1.00	
<b>Total FTE</b>	<b>7.75</b>	<b>9.25</b>	

## Package Description

### ***1. What is the problem or opportunity WWU wants to address?***

Growing and sustaining Washington’s economy and quality of life depends critically on our ability to offer a world-class 21<sup>st</sup> century education for the next generation. Increasingly, success in higher education, access to family wage jobs, participation as an informed citizen, and maintenance of personal health requires knowledge and skills in science, technology, engineering, and mathematics (STEM). Therefore, excellent STEM education for all of our children is an absolute necessity. Unfortunately, as pointed out by the president of the Washington State Academy of Science in releasing their 2011 report *STEM Education in Washington State: The Facts of the Matter*, “We knew from studies by the National Academies that the U.S. lags behind other developed and many developing countries in STEM education, but we had not realized the extent to which Washington lags much of the U.S.” There is a crisis in Washington that the WWU STEM TEACHER PREPARATION (STEM TP) program can help overcome.

One key to addressing this crisis is ensuring that every student is taught mathematics and science effectively every day, every year. Today, there is a shortage of highly qualified STEM teachers in Washington’s schools. When the economy recovers, we can expect a more acute shortage because “baby boomer” teachers will retire and the number of qualified individuals considering STEM teaching as a future career has decreased along with immediate job prospects. And the challenge goes deeper than the usual focus on high schools. There is a great need to deepen the STEM understanding of future P-8 teachers beyond the content and methods courses offered as part of the traditional elementary certification program. While on the surface, there is not a shortage of new elementary teachers graduating in Washington, there **is** a shortage of new early childhood and K-8 certified teachers ready to teach STEM effectively.

Now is the time to increase the number of high quality, well-prepared STEM teachers in the pipeline. As Linda Darling-Hammond points out, “An equitable and adequate system will need to address the supply of well-prepared educators—the most fundamental of all resources—by building an infrastructure that ensures high-quality preparation for all educators and ensures that well-trained teachers are available to all students in all communities.” Our challenge is to increase significantly the number and diversity of STEM teachers certified while simultaneously improving the quality of their preparation to teach effectively. Research indicates that effective teaching is the key to achievement. With the new Common Core State Standards in Mathematics and the emerging Next Generation Science Standards, teachers need additional training and support to be effective. Sufficient numbers of effective teachers will ensure that those students with the talent and interest have the opportunity and encouragement to pursue advanced classes targeting careers in science, technology, engineering, or mathematics. We want to help solve the problem pointed out by UW professor Ed Lazowska that “too many of the scientists and engineers we hire in Washington are not our own children.”

**2. *Exactly how does WWU want to address this problem or opportunity?***

The outcomes of the proposed WWU STEM TEACHER PREPARATION (STEM TP) program at Western Washington University will help the state meet its critical need for quality STEM teachers. We will:

- Increase the number and diversity of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years.
- Recruit interested STEM students to fill newly approved programs to produce a diverse cadre of exceptional middle school STEM teachers.
- Expand our efforts to improve our early childhood and elementary education program to both ensure that all graduates are prepared to be effective mathematics and science teachers and certify 20-30 graduates each year ready to serve as mathematics or science specialists in their schools.

Western Washington University, with over 13,000 undergraduate, 800 graduate students and 1,800 STEM majors, is already the largest producer of elementary teachers and secondary mathematics and science teachers in Washington. The unique Science, Mathematics, and Technology Education (SMATE) program is a national leader in producing high quality teachers with deep knowledge of both content and pedagogy in the disciplines. STEM TP builds on the existing close collaboration between the College of Sciences and Technology, the Woodring College of Education, and the local schools, working across grades P-16, to increase the quantity, diversity, and quality of STEM teachers at all levels graduating each year from Western Washington University. Because we know from research and experience that teachers learn to teach as much in the schools as in university classrooms, WWU has spent the past ten years building strong partnerships with the local schools to identify and prepare master and mentor teachers.

To recruit new middle school and secondary teachers from the ranks of students interested in majoring in mathematics or science, the proposed model incorporates elements from the successful programs at the University of Texas and the University of Colorado. Based on the successful UTeach program from Texas, we will provide early field experiences, supervised by Master Teachers, to entice students with expressed interests in mathematics and science to try teaching. The Learning Assistant program from the University of Colorado in Boulder recruits future middle school and high school teachers by identifying successful students in introductory science courses and hiring them to try teaching by participating as Learning Assistants for those same courses in a carefully designed program. At both elementary and secondary levels, we will restructure the certification programs to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre.

To create the capacity to achieve the goals of STEM TP, we will hire two new faculty members in the College of Sciences and Technology, one new faculty member in the Woodring College of Education, two Master Teachers, a program director to serve as the primary contact for students and a diversity recruitment specialist to focus on increasing the candidate diversity.

With the increased capacity provided by this decision package, WWU will:

- Recruit new middle and secondary teachers from the ranks of students interested in majoring in mathematics, science, or engineering technology by developing a series of three one-credit courses, modeled on our successful Compass-to-Campus program that will provide freshmen with an early field experience and a seminar on effective teaching supervised by Master Teachers. We will make special efforts to recruit students from underrepresented groups.
- Recruit students with expressed interests in mathematics, science, or engineering technology to try teaching by expanding the Learning Assistant program currently operating in the physics/astronomy department to other STEM departments. These programs hire successful students to learn about and engage in teaching by serving as Learning Assistants for a small group of students and participating in a seminar on effective teaching. We will make special efforts to recruit students from underrepresented groups.
- Recruit diverse students from the pool of early STEM and education majors into the new General Science Middle School major to prepare a substantial number of middle school STEM teachers.
- Restructure the certification programs at early childhood, elementary, and secondary levels to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre of future STEM teachers.
- Revise our programs to deepen the mathematical understanding of K-8 teachers beyond the standard content and methods courses offered as part of the elementary certification package via a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture.
- Enhance the current General Science Elementary degree to result in an Elementary Science Specialist Certificate similar to the mathematics specialist certificate described above.
- Expand WWU's mathematics in-service role with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnership with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.
- Implement the preservice mentoring model currently being designed and tested at WWU by the NSF funded Noyce Master Science Teachers New Educators Research and Development Support Group and MORE for Teachers research grant. A large cadre of existing Teacher Leaders prepared through the North Cascades and Olympic Science Partnership and other grants will serve as mentors to WWU student teachers and early career teachers.

These efforts can make a significant contribution, but they cannot satisfy the total anticipated state need for STEM teachers. Therefore, though our primary effort is to build a sustainable program on our campus, a secondary goal of the STEM TP program at Western Washington University will be to partner with other institutions and

organizations in the state. By broadly sharing what we learn locally with the state and nation, we plan to be leaders in helping Washington produce all of the high quality mathematics and science teachers it needs.

**3. What will the package funding actually buy? Describe what the money would purchase (e.g.  $x$  FTEs to do X, consultant services to do X, X kind of equipment for X).**

### **Constructing the Model**

During the first year, current faculty will work together to explore the restructuring of courses and develop an implementation plan for the campus. New faculty members will be recruited and hired. Master teachers (highly qualified teachers from P-12 schools) will be identified and recruited to begin in the summer of 2013 so they will be ready to teach the early field experience courses during the 2013-2014 academic year. Master teachers will also prepare to coordinate and supervise student teachers in collaboration with the mathematics and science education faculty.

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

### **Roles of new faculty and staff**

***One new tenure track assistant professor in mathematics education (1 FTE)*** will be hired to work with the current faculty members to: advise students and teach the extra sections of the mathematics and mathematics education courses required to accommodate increased enrollment in the secondary education program (expected increase will be from 25 to 50 students) and design and deliver in-service training to practicing teachers in the local schools.

WWU's Mathematics Department has a strong and visible involvement with the professional development of secondary mathematics teachers at both the pre-service and in-service levels. As more future high school mathematics teachers are recruited into the secondary education program, the mathematics department will expand its advising and teaching capacity to serve the additional students.

Current mathematics education faculty beginning in the 2013-2014 academic year will create a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture. We will extend this program to support teachers who want to obtain a middle school certification specific to mathematics.

To increase the capacity of practicing elementary teachers, WWU will expand its role in working on the in-service levels with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnerships with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.

***One new tenure track assistant professor in Middle/High School mathematics education (1 FTE)*** will be hired with joint appointments in the mathematics department and secondary education department to teach the additional sections of the required courses in the secondary education certification program to accommodate the increased enrollment (from 50 to 100 students). This appointment will complement the new secondary science faculty recently hired by the department.

***One new tenure track assistant professor in science education (1 FTE)*** will be hired with joint appointments in the physics/astronomy department and SMATE to teach science content courses for future elementary teachers. A unique physics course for future elementary teachers, the first of a four course sequence, is now required for all early childhood, special education, and elementary students seeking an elementary certification which greatly increased the number of students in the sequence each quarter, necessitating a new position.

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

***Two full-time Master Teachers (2 FTEs)*** with extensive experience teaching mathematics or science successfully in the public schools will be hired to develop (with the STEM TP faculty team) and deliver the series of one-credit field experience courses for entering freshmen or sophomores with interest in majoring in science, mathematics, or engineering technology. They will also participate with the program director in recruiting efforts, advise students considering teaching, help supervise student teachers, and serve as advisors to the pre-service programs. They will be responsible for coordinating with the P-12 schools to provide classrooms and mentor teachers for the early field experiences.

***One full-time Program Director (1 FTE)*** will be hired to coordinate activities and events to both recruit and build the STEM TP community. We will find an individual who will be an enthusiastic cheerleader for teaching, and assist students at all stages who may have an interest in becoming mathematics and science teachers. We will establish an

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

***One full-time Diversity Recruitment and Retention Specialist (1 FTE).*** To demonstrate genuine commitment to recruiting a new generation of math and science teachers who are also from under-represented backgrounds, a fulltime diversity recruitment and retention specialist will be employed. The goals for this specialist will be to assure a broad range of prospective students, but most especially female students, ethnic and linguistic minority students, and first-generation students are made aware of the program, including understanding the requirements for program admission and completion. The specialist will also work to assure that students from these targeted backgrounds have a strong social network support system in addition, the diversity recruitment and retention specialist will work for policies and practices within the programs and college that are responsive to the needs of these students. Finally, the specialist will work closely with the Director of the SMATE in an advisory capacity around existing and new initiatives that are likely to increase the diversity of the pool of candidates who enter and remain in the program until they graduate.

***Program evaluator (.25 FTE)*** to plan assessments, assemble data collection tools and instruments, coordinate graduate students, analyze data and provide annual reports to the Co-Directors that will be used to continuously improve the program. Current plans for data collection include tracking student demographics, individual student progress, enrollments, class evaluations, student teaching evaluations, graduate placement, graduate retention, mentor evaluations, and school evaluations of new STEM TP teachers.

***Two graduate students/research assistants (1 FTE)*** will be hired, ½-time each to collect and reduce data under the supervision of the evaluator. The data will be used to evaluate the program to measure successes and identify problems to be addressed.

Additional expenses associated with new faculty and staff include modest start-up packages for new faculty and computers for faculty and staff.

### **Additional Program Elements**

Library support is an essential component of WWU STEM TP because effective teachers and teachers to be in this program need access to the latest pedagogical research, teaching materials, content area needs, and assessments. Collections will be built specifically to address the needs of 21<sup>st</sup> century educators to provide equitable access in a changing demographic climate.

### **Building on our strengths**

One of the unique strengths of Western Washington University's programs is the strong collaboration at all levels between the College of Sciences and Technology and the Woodring College of Education including the substantial participation of mathematicians and scientists in teacher preparation. Scientists from the departments of biology, geology, chemistry, and physics, along with science educators from the college of education, form the Science Education Group. Mathematicians and mathematics educators in the mathematics department have a comparable Mathematics Education Group. Science and Mathematics Education faculty members are actively engaged in research and teaching in their disciplines *and* mathematics and science education.

Both programs have long histories of successful interactions with the schools. The Science Education program was awarded a \$13 million Mathematics and Science Partnership grant by the National Science Foundation in 2003. This grant involves a collaboration of 28 regional school districts and four two-year colleges. The Mathematics Education group recently received a state Mathematics and Science Partnership grant to provide content and pedagogy training for regional middle school and high school mathematics teachers. We continue to work closely with regional school districts through state-funded grants. NSF is currently funding MORE for Teachers, a \$3 million research grant to explore the impact of our innovative elementary preservice program in science on the practice and beliefs of new teachers.

### **Working with the community**

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

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

### **Honoring students who choose to teach**

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

### **Supporting teachers after graduation**

New teachers graduating from Western Washington University have full access to the resources and materials in the Learning Resource Center during their first year of teaching. STEM TP will implement a program to enhance the induction experience for graduates by connecting new science teachers with STEM Teacher Leaders or mathematics mentors and the professional learning communities in their buildings. STEM Teacher Leaders and Professional Learning Communities have been developed in every building in the region over the past eight years through the NSF funded North Cascades and Olympic Science Partnership and other state grants. Close coordination with the Woodring College will provide a high quality model for student and novice teacher support.

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

#### ***a) What specific performance outcomes does the agency expect?***

The STEM TP program at Western Washington University will help the state meet its critical need for teachers by increasing the number of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years. With increased capacity we will design and implement programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics. We will also expand our efforts to improve our elementary education program to ensure that all graduates are prepared to be effective mathematics and science teachers and many graduates will be certified to serve as specialists in their schools. Numbers for middle school endorsements and elementary specialists graduating each year are difficult to predict. A conservative estimate based on the current number of students with expressed interest in middle school and elementary general science majors is 10-15 elementary science specialists, 10-15 elementary mathematics specialists, and 10-20 middle school endorsements in mathematics and science per year.

As a result of the quality of their preparation and early career support, we expect our graduates to have a higher retention rate than typical teachers. We will collect data through the project and in collaboration with the Woodring College of Education that already is gathering substantial information on students and graduates.

Western currently collects end-of-course instructor surveys from students. During the planning year, WWU will develop and plan the implementation of entry surveys and midterm evaluations. As the first cadre of students approaches graduation, WWU will

implement common evaluations of the STEM TP program and students' university experience.

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

The Co-Directors will prepare an annual report each year summarizing progress, challenges, and changes to the original plan, to be used as feedback to continuously improve the STEM TP program. The report will include: The number of certificates and endorsements awarded, the number of certificates and endorsements awarded to students of color, the percent of graduates employed in 3-6 months, the average score on WEST E test compared with statewide mean, as well as the data listed in the project evaluator description above.

***b) Performance measure detail.***

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: time to degree; credits to degree; fall-to-fall retention rate; 4-year graduation rate; 6-year graduation rate; number of bachelor's degrees awarded, number of bachelor's degrees awarded in high demand, number of advanced degrees awarded; percent bachelor's degree recipients employed or continuing education; percent bachelor degree recipients with no loan debt, 6-year graduation rate for students of color

***c) Is this decision package essential to implement a strategy identified in Western's strategic plan?***

***Western Washington University STEM Teacher Preparation*** embodies the strategic goal of "building upon Western's strengths to address critical needs in the State of Washington" and "applying Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus." It brings the faculty and students in two colleges together to pursue the critical goal of improving K-12 math and science instruction by increasing the quantity of high quality teachers graduating from WWU. We intend to instill in our students a life-long passion for learning and sharing their knowledge with future generations of children through an innovative program that fully engages the broader off-campus community as collaborative partners. The proposed project will increase the funding in a key area—STEM teacher preparation at all levels. Our commitment to clear outcomes and scholarship around the program will enhance the learning experience for all participants.

***d) Does this decision package provide essential support to one of the Governor's priorities?***

*The Strategic Master Plan Update 2012 recognizes "the need to improve our entire education system – early learning through graduate school – so that a greater percentage of K-12 students earn diplomas and continue further education."* The WWU STEM TP decision package supports this fundamental concept in that there is no better way to create expanded opportunities for Washingtonians than to address the need for highly qualified, diverse expert teachers in STEM. The need for the package is clear and has been outlined in previous sections. Only students who are well prepared for STEM careers will be able to enter postsecondary STEM programs and be successful. The WWU STEM TP decision package directly addresses the new mix of diverse and promising students by preparing effective, expert STEM teachers who also reflect the new mix. The STEM education research already carried out at WWU tells us how to prepare teachers and their students for STEM success. It is imperative to expand these opportunities now before more time is lost in the K-12 pipeline.

The 2018 vision called for three broad efforts. The first of these is to *"get more people into postsecondary education, and to do more to help them succeed once they get there."* It is obvious that one of the most important ways to get more people to postsecondary education, especially in STEM, is to have students taught by expert and effective STEM teachers. If we are to *grow capacity in high employer demand fields*, expert STEM educators are needed throughout the entire pipeline. Students will not be able to succeed in STEM disciplines without master STEM teachers who reflect and understand the 21<sup>st</sup> century pipeline.

***e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

The WWU STEM TP decision package does make key contributions to statewide results according to the Priorities of Government in the Statewide Results area of Postsecondary Learning. This package addresses either directly or indirectly, all 5 indicators. The first indicator, increasing the educational attainment of adults is an indirect benefit in that the benefit from having effective STEM teachers, will, in the long run, affect the educational attainment of all adults. A highly prepared pipeline for STEM success will produce more, well educated adults in STEM disciplines. The second indicator of success is the freshmen retention rate. Highly prepared students succeed in STEM. Highly prepared students result from highly effective teachers. WWU has carried out research that demonstrates that success is possible for both teachers and students in STEM disciplines when teacher preparation and development is appropriately focused and developed. The third indicator of success is degree conferred in high-demand STEM disciplines. Highly prepared students succeed in STEM disciplines. The reasons why WWU can uniquely address these issues are outlined above. Indicator 4 is to help more people be successful in the workplace. Highly prepared individuals will perform better in the STEM workforce. Highly prepared individuals mean that students deserve highly prepared and effective STEM teachers. The last indicator concerns the linkage between research and

Washington's economy. While this is an indirect measure, it is obvious that the more we exclude opportunities for students in the K-12 pipeline, the less we can expect them to contribute to the research and economic engine in our state.

***f) What are the other important connections or impacts related to this proposal?***

In many ways, the stakeholders for the STEM TP package are all the citizens of Washington. All stakeholders will certainly understand the potential impact of the STEM TP package in that increasing the success of students in the STEM pipeline is fundamentally an issue of effective teaching in STEM. WWU is in a unique position to contribute having both success in teacher preparation and uncovering novel methods to enhance STEM teacher effectiveness. WWU has had proven success in STEM teacher preparation as well as proven success in STEM in-service teacher development.

***g) What alternatives were explored by the agency, and why was this alternative chosen?***

As part of Western's six-year Strategic Planning process, Western identified its top institutional priorities by examining all college, interdisciplinary and multi-college proposals through a series of campus-wide hearings and planning sessions. The STEM TP decision package emerged as one of the top three institutional priorities. Western's commitment to highly effective teachers was again demonstrated in the process.

***h) What are the consequences of not funding this package?***

While WWU is committed to the goals of this project, local funds are not available to fulfill the breadth of goals outlined in this proposal. Because so much has been learned at WWU from outside funding of STEM education research, it is imperative to expand the circle of influence of this work for all Washingtonians.

***i) What is the relationship, if any, to the state's capital budget?***

There is no link to WWU's capital budget for WWU STEM TP. Our facilities are adequate to perform the work. The existing SMATE facility will be more fully utilized at the completion of this project.

***j) What changes would be required to existing statutes, rules, or contracts, in order to implement the change.***

None.

***k) Expenditure and revenue calculations and assumptions.***

This proposal relies solely on support from state appropriations. Fortunately, the proposal is not research intensive, so the costs for hiring new faculty to meet the needs of the proposal are calculated at average salaries for the assistant professorial level, with minimal amounts for startup and relocation costs. The research to complete the assessment portion of the program will be handled with an Evaluation and Assessment Specialist (0.25 FTE) and two Graduate Teaching/Research Assistants comprising 1.0 FTE.

***l) Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?***

As 70% of this biennial budget is human resources, the majority of the funds requested from the state are recurring expenses into future biennia. Salaries and benefits comprise \$1,264,275 of the recurring budget, with additional recurring costs of \$469,813 to support the new hires in the form of student support, library support, technological support, and continued professional development. One-time costs for recruitment, relocations, and computer equipment total \$122,500 for the biennium.

**DECISION PACKAGE TITLE: Leveraging Leadership of Returning Veterans**

**Recommendation Summary Text**

More than two million veterans are eligible to enroll full time in colleges across the country; however, many are not fully accessing their veteran educational benefits. Due to time restrictions on these benefits, it is essential that colleges coordinate services that allow veterans to enroll and complete their degrees in a timely manner. A coalition has been formed and state funding support is requested – this coalition is the first initiative in Washington State to bring together community colleges and a public university in a regional capacity to meet the needs of our student veterans and to benefit veterans in a multitude of ways including a more seamless transition from community colleges to four-year institutions.

**Fiscal Detail:**

<b>Fiscal Detail</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2013-15</b>
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$907,825	\$1,061,225	\$1,969,050
Fund 149, Tuition Operating Fees	\$0	\$0	\$0
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$907,825</b>	<b>\$1,061,225</b>	<b>\$1,969,050</b>
<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$0	\$0	\$0
Faculty Non Tenure-Track	\$0	\$0	\$0
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$30,000	\$30,000	\$60,000
Classified	\$0	\$0	\$0
Hourly	\$13,500	\$13,500	\$27,000
<b>Salaries and Wages - Total</b>	<b>\$43,500</b>	<b>\$43,500</b>	<b>\$87,000</b>
<b>Employee Benefits</b>	<b>\$11,325</b>	<b>\$11,325</b>	<b>\$22,650</b>
<b>Goods and Services</b>	<b>\$848,000</b>	<b>\$1,006,400</b>	<b>\$1,854,400</b>
<b>Equipment</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$5,000</b>
<b>Total Expenditures</b>	<b>\$907,825</b>	<b>\$1,061,225</b>	<b>\$1,969,050</b>
<b>STAFFING FTE</b>			
Faculty	0.00	0.00	0.00
Graduate Teaching /Research Assistants	0.00	0.00	0.00
Exempt Professional	0.75	0.75	0.75
Classified	0.00	0.00	0.00
Hourly	0.25	0.25	0.25
<b>Total FTE</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>

## Package Description

### 1. What is the problem or opportunity WWU wants to address?

The Northwest Higher Education Coalition (NWHEC) was formed in the fall of 2009 to address a growing set of issues in higher education that are best served through a collaborative approach. NWHEC is unique in its inclusion of community colleges, a technical college, an Indian college, and a premier regional University. NWHEC is operated on a voluntary structure and is well positioned with active involvement from Presidents of all member institutions. The focus of this decision package is on serving the needs of student veterans at NWHEC member institutions using a collaborative approach that is the first of its kind in Washington State.

As studies have shown, student veteran enrollment in higher education has been growing at unprecedented levels in recent years. Some schools have reported increases of 30% or more from one year to the next. By 2013, NWHEC institutions expect to meet the needs of more than 2,700 students (see table below) with that figure rising to nearly 3,300 in the 2014-15 academic year.

Olympic College	625
Skagit Valley College	525
Everett Community College	440
Edmonds Community College	375
Peninsula College	260
Whatcom Community College	255
Western Washington University	160
Bellingham Technical College	80
Northwest Indian College	20
<b>ESTIMATED TOTAL for FALL 2013</b>	<b>2,740</b>

This influx of student veterans has left NWHEC schools struggling to keep up with the demands of benefits processing and facing a myriad of other challenges including: (1) addressing the transitional needs of this population both to the educational setting and to civilian life, (2) providing appropriate counseling and disability services, (3) finding ways to capitalize on this group's leadership experiences, and (4) educating faculty and staff on the issues student veterans face in pursuing a degree. By nature, student veterans are a very non-traditional population. In addition to their combat experience, they also tend to delay their entry to college, are older than the traditional student, come from

lower and middle income brackets, are first generation attendees, and have physical and mental health needs.

In order to maximize the investments made through the new G.I. bill and to ensure the success of these students given the complexity of their needs, it is imperative that our colleges and universities develop new services and enhanced opportunities for veterans pursuing a college education. This decision package is an opportunity to build a collaborative model designed to ensure that student veterans are retained by our campuses and are supported in ways that allow them to be academically successful.

Furthermore, NWHEC members recognize that veterans bring their strength in leadership training and service values along with their military work experience back to civilian life but have not been able to build on the strengths and experiences of this student group. This initiative also provides an opportunity to focus on veterans' leadership capabilities, to involve veterans in leadership activities on college campuses, and to assist them in career development decisions that are in alignment with their skills and talents.

The NWHEC proposes a two-pronged approach that both accounts for the unique culture and student populations of each institution and the effectiveness of collaboration to meet other needs, including those that student veterans have identified in conversations with university officials. The approach consists of (a) a centralized and coordinated effort to meet the training, consultation, partnership development and resource sharing needs of the campuses and (b) funds allocation to each institution for their particular needs based on a defined formula (\$100/vet/quarter). Distributing funds in this manner affords institutions the flexibility to meet their specific campus needs and also delivers funds proportional to the number of veterans being served on their campuses.

### **Collaborative Initiatives**

According to the report entitled *From Soldier to Student: Easing the Transition of Service Members on Campus*, the areas in which colleges and universities most need to improve their services are in five main areas: (1) assisting student veterans with their transition to the college environment, (2) providing professional development for faculty and staff on the transitional needs of student veterans, (3) training staff to meet the needs of student veterans with brain injuries and other disabilities, (4) streamlining campus administrative procedures for student veterans return from deployments, and (5) providing opportunities for student veterans to connect with their peers.

In this model, a part-time coordinator and three veteran student employees would be secured to coordinate shared needs and to serve as a central resource for veterans. Western Washington University would serve as the fiscal agent for this project and provide space for the staff associated with this project.

The staff would be responsible for the following types of activities:

- **Certifying Officers Training:** Provide training for certifying officers on changes to benefits processing and/or relevant laws

- **Faculty/Staff Training:** Provide training to faculty and staff on student veteran-related topics (e.g. transitional issues, roadblocks to re-admittance, veterans with disabilities)
- **Mentor Training:** Provide training for faculty, staff and student peer volunteers who have expressed a desire to mentor, advise and advocate on behalf of veterans.
- **Partnership Development:** Develop partnerships between the institutions and outside agencies to bridge veteran support and services. These partnerships will include collaboration on training programs, the development of shared publications, resource sharing, and individual assistance with veterans.
- **Leadership Enhancement:** Provide leadership opportunities for interested veterans. These opportunities would draw upon veterans' military experiences and their propensity to develop as leaders while also creating an opportunity to network across institutions.
- **Resource Development:** Identify resources and pool efforts among veterans to address the barriers to education (e.g. child care, transportation) and to create connections among veteran students.

### **Institution-Specific Initiatives**

Through discussions, NWHEC members have reviewed existing services and gaps in delivery on their respective campuses. In this model, each institution would be apportioned funds based on the number of veterans receiving services at their institution each quarter at a rate of \$100 per student veteran. Using this approach, those institutions serving the greatest number of students would receive the largest allocations and would likely feel the impact of these funds most immediately.

While at the discretion of each institution as to how they would use these funds, here are some of the needs previously identified by NWHEC schools and by the student veterans at those institutions:

- **Staffing:** Provide additional funding for a full-time dedicated veterans' coordinator/certifying official. Most NWHEC institutions have no dedicated staff person or only part-time while serving other functions for the institution.
- **Veterans Office:** Create a dedicated Veterans Office presence (in person and on the web) to provide and refer veterans to multiple services and a space for veterans to meet, study, and connect with other students who share in their transitional challenges back to civilian life.
- **Collaboration with Student Groups:** Collaborate with student representatives from organizations and clubs to promote programs that will engage and support veterans and help in the transition from military to civilian life.
- **Direct Assistance:** Provide direct assistance in any or all of the following areas:
  - a) **Academic Advising** – to identify coursework that will meet the requirements toward degree completion approved under the “G.I. bills,” to

assist in transfer of military credit for courses, and to assist in transfer issues

- b) **Career Planning** – to explore career paths and majors, connect with alums and other students in areas of interest
- c) **Tutorial Services** – to provide support for academic success and, where available, connect with educational benefits allowed for private tutoring
- d) **Financial Literacy** – to sort out the limits of the educational benefits, other aid available, loan indebtedness planning, etc.
- e) **Tailored Services** – to meet veteran’s individual needs in areas such as counseling and disability services

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

#### *a) What specific performance outcomes does the agency expect?*

It is expected that with this initiative student veterans will fully maximize their G.I. issued educational benefits, complete their education in a timely manner, and leverage their skills and talents when entering the workforce. Through service enhancement and training for service providers institutions expect to see a positive impact on the campus culture and a more welcoming environment for student veterans.

There are seven major outcomes identified for this coalition-based model. A variety of quantitative and qualitative methods will be used to measure outcomes including monitoring data, conducting workshop evaluations, conducting focus groups and surveys with student veterans, and tracking participation rates in various trainings and activities.

Outcomes include:

1. Increased number of student veterans transferring from two-year to four-year institutions.
2. Increased number of student veterans graduating and in a timely manner.
3. More opportunities for student veterans to be engaged with leadership activities and preparedness to use those skills in a non-military setting.
4. Stronger connectedness with institutions and other veterans through mentoring, leadership opportunities and resource sharing.
5. Improved access to services and resources through partnerships, collaborative efforts, and direct assistance.
6. Enhanced knowledge for service providers, faculty, and staff on each campus.

7. Improvements in basic infrastructure needs at individual campuses.

***b) Performance measure detail.***

Through targeted investment in this decision package, the following accountability performance measures should be positively impacted: the number of bachelor's degrees awarded, three-year graduation rates for transfer students with an associate degree from a Washington community college, and persistence rates (1 year retention) for community college transfers with 45 or more transfer credits.

***c) Is this decision package essential to implement a strategy identified in Western's strategic plan?***

This proposed initiative is identified in Western's strategic plan and helps build on Western's commitment to developing leadership, effective citizenship and social responsibility in all members of the campus community. As an institution we are committed to creating leaders for the future, building partnerships within our community, and using our resources in the most efficient manners while diversifying our campus.

***d) Does this decision package provide essential support to one of the Governor's priorities?***

This proposal supports the HECB Master Plan goals of helping more people achieve degrees and contributing to the innovation economy. Through collaborative planning, NWHEC member institutions can address policies and procedures that create barriers in the admissions or transfer process for students, work across institutions to assist students with academic planning that builds on their leadership experiences, and improve services that negatively impact degree completion. Furthermore, through the implementation of collaborative initiatives, this proposal also improves efficiencies and avoids duplication of efforts among NWHEC institutions.

***e) Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process? If so, please describe.***

This package will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs. Western and other NWHEC member institutions have a long history of serving student veterans and are committed to addressing their needs. With the influx of veterans returning to higher education, NWHEC schools are struggling to manage the basic benefits processing that is

required let alone addressing the additional needs that student veterans have identified. This package provides the financial resources needed for NWHEC schools to strengthen their student services and academic support systems for student veterans so that they are adequately prepared for careers in a civilian setting.

***f) What are the other important connections or impacts related to this proposal?***

This proposal is the result of conversations involving student veterans, service providers, and administrators at NWHEC schools. Student veterans were instrumental in identifying the gaps in service at various institutions and suggesting those services that could best meet their needs and goals of degree attainment. NWHEC schools have a shared interest in improving access to college, addressing the service needs of student veterans, and exploring cost effective ways to share knowledge, resources and training needs.

***g) What alternatives were explored by the agency, and why was this alternative chosen?***

This collaborative initiative is the most cost effective and efficient method for meeting both the individual and collective needs of the nine institutions of higher education that comprise the Northwest Higher Education Coalition.

***h) What are the consequences of not funding this package?***

The State places a high value on veterans. Without this funding, the State loses the opportunity to send a strong message of the importance of supporting student veterans. Veterans may not fully utilize the funding available resulting in an inability to graduate in a timely manner through a planned process.

***i) What is the relationship, if any, to the state's capital budget?***

None

***j) What changes would be required to existing statutes, rules, or contracts, in order to implement the change.***

No changes are required.

***k) Expenditure and revenue calculations and assumptions.***

Western Washington University would serve as the fiscal agent for this project and provide space for the staff associated with this project. One time funds are requested for office equipment and furniture in FY 13-14. Funds are requested in

FY 13-14 and FY 14-15 for office and training supplies, training related expenses, resource publications, and travel between institutions by the coordinator.

In this model, each institution would be apportioned funds based on the number of veterans receiving services at their institution each quarter at a rate of \$100 per veteran. Using this approach, those institutions serving the greatest number of students would receive the largest allocations and would likely feel the impact of these funds most immediately. In 2013-14, an estimate amount of \$822,000 would be allocated to NWHEC member institutions. Estimated allocations, assuming a 20% increase in enrollment in the 2014-15 academic years, would total \$986,400.

***l) Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?***

Western Washington University would serve as the fiscal agent for this project and provide space for the staff associated with this project. One time funds in the amount of \$5,000 are requested for office equipment and furniture in FY13-14.

In FY13-14, ongoing costs total \$902,825 of which \$822,000 would be distributed directly to NWHEC member institutions. The remaining ongoing costs (\$80,825) would be used to support costs associated with centralized resources and training, travel, and to cover staffing (a .75 staff coordinator and three veteran student employees) for coordinated efforts.

In FY 14-15, ongoing costs total \$1,061,225 of which \$986,400 would be distributed directly to NWHEC member institution. Remaining costs (\$75,825) would be used to continue supporting centralized efforts and training and the employees carrying out those functions.

## State of Washington

### Summarized Revenue by Account and Source

Budget Period: 2013-15  
 Dollars in thousands  
 380 - Western Washington University  
 Agency Level  
 CB - 2013-2015 Current Biennium Base  
 Supporting Text Excluded

8/16/2012  
 12:52PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2014	FY2015	FY2014	FY2015	FY2014	FY2015	
<b>065 - WWU Capital Projects</b>							
Total - 0424 - Tuition and Fees - S	3,991	4,190			3,991	4,190	8,181
<b>065 - WWU Capital Projects - State</b>	<b>3,991</b>	<b>4,190</b>			<b>3,991</b>	<b>4,190</b>	<b>8,181</b>
<b>Total - 065 - WWU Capital Projects</b>	<b>3,991</b>	<b>4,190</b>			<b>3,991</b>	<b>4,190</b>	<b>8,181</b>
<b>145 - H E - Grants/Contrct</b>							
Total - 0310 - Dept of Agriculture - F	29	29			29	29	58
Total - 0311 - Dept of Commerce - F	38	38			38	38	76
Total - 0315 - Dept of Interior - F	132	132			132	132	264
Total - 0320 - Dept of Transportatn - F	226	226			226	226	452
Total - 0347 - Nat Science Foundati - F	2,765	2,765			2,765	2,765	5,530
Total - 0366 - Environ Protection A - F	36	36			36	36	72
Total - 0384 - Dept of Education - F	801	801			801	801	1,602
Total - 0393 - Health & Human Svc - F	578	578			578	578	1,156
Total - 0394 - Corp for Nat Comm Sv - F	1,385	1,385			1,385	1,385	2,770
Total - 0399 - Miscellaneous Fedrl - F	4	4			4	4	8
Total - 0402 - Income From Property - S	211	211			211	211	422
Total - 0420 - Charges for Services - S	2,218	2,218			2,218	2,218	4,436
Total - 0424 - Tuition and Fees - S	788	788			788	788	1,576
Total - 0541 - Contributions Grants - P/L	15,770	15,770			15,770	15,770	31,540
<b>145 - H E - Grants/Contrct - State</b>	<b>3,217</b>	<b>3,217</b>			<b>3,217</b>	<b>3,217</b>	<b>6,434</b>

## State of Washington

### Summarized Revenue by Account and Source

Budget Period: 2013-15  
 Dollars in thousands  
 380 - Western Washington University  
 Agency Level  
 CB - 2013-2015 Current Biennium Base  
 Supporting Text Excluded

8/16/2012  
 12:52PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2014	FY2015	FY2014	FY2015	FY2014	FY2015	
<b>145 - H E - Grants/Contrct - Federal</b>	<b>5,994</b>	<b>5,994</b>			<b>5,994</b>	<b>5,994</b>	<b>11,988</b>
<b>145 - H E - Grants/Contrct - Private/Local</b>	<b>15,770</b>	<b>15,770</b>			<b>15,770</b>	<b>15,770</b>	<b>31,540</b>
<b>Total - 145 - H E - Grants/Contrct</b>	<b>24,981</b>	<b>24,981</b>			<b>24,981</b>	<b>24,981</b>	<b>49,962</b>
<b>148 - HE - Dedicated Locl</b>							
Total - 0402 - Income From Property - S	183	183			183	183	366
Total - 0405 - Fines, Forfeits - S	407	407			407	407	814
Total - 0409 - Lcl Inv/Intr Incm - S	330	330			330	330	660
Total - 0413 - CAPITAL GAINS - S	12	12			12	12	24
Total - 0414 - CAPITAL GAINS - S	57	57			57	57	114
Total - 0416 - Sale of Prop/Other - S	6	6			6	6	12
Total - 0420 - Charges for Services - S	7,780	7,780			7,780	7,780	15,560
Total - 0423 - Room, Board Meals - S	19	19			19	19	38
Total - 0424 - Tuition and Fees - S	10,526	10,526			10,526	10,526	21,052
Total - 0430 - Dedicated Stu Fees - S	9,615	9,615			9,615	9,615	19,230
Total - 0440 - Indirect Cost Reimb - S	148	148			148	148	296
Total - 0450 - Sales/Goods & Supply - S	16	16			16	16	32
Total - 0499 - Other Revenue - S	110	110			110	110	220
Total - 0541 - Contributions Grants - P/L	1,264	1,264			1,264	1,264	2,528
<b>148 - HE - Dedicated Locl - State</b>	<b>29,209</b>	<b>29,209</b>			<b>29,209</b>	<b>29,209</b>	<b>58,418</b>
<b>148 - HE - Dedicated Locl - Private/Local</b>	<b>1,264</b>	<b>1,264</b>			<b>1,264</b>	<b>1,264</b>	<b>2,528</b>

## State of Washington

### Summarized Revenue by Account and Source

Budget Period: 2013-15  
 Dollars in thousands  
 380 - Western Washington University  
 Agency Level  
 CB - 2013-2015 Current Biennium Base  
 Supporting Text Excluded

8/16/2012  
 12:52PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2014	FY2015	FY2014	FY2015	FY2014	FY2015	
<b>Total - 148 - HE - Dedicated Local</b>	<b>30,473</b>	<b>30,473</b>			<b>30,473</b>	<b>30,473</b>	<b>60,946</b>
<b>443 - Data Proc - Hi Educ</b>							
Total - 0402 - Income From Property - S	1	1			1	1	2
Total - 0420 - Charges for Services - S	487	487			487	487	974
Total - 0450 - Sales/Goods & Supply - S	2	2			2	2	4
Total - 0541 - Contributions Grants - P/L	8	8			8	8	16
<b>443 - Data Proc - Hi Educ - State</b>	<b>490</b>	<b>490</b>			<b>490</b>	<b>490</b>	<b>980</b>
<b>443 - Data Proc - Hi Educ - Private/Local</b>	<b>8</b>	<b>8</b>			<b>8</b>	<b>8</b>	<b>16</b>
<b>Total - 443 - Data Proc - Hi Educ</b>	<b>498</b>	<b>498</b>			<b>498</b>	<b>498</b>	<b>996</b>
<b>380 - Western Washington University - State</b>	<b>36,907</b>	<b>37,106</b>			<b>36,907</b>	<b>37,106</b>	<b>74,013</b>
<b>380 - Western Washington University - Federal</b>	<b>5,994</b>	<b>5,994</b>			<b>5,994</b>	<b>5,994</b>	<b>11,988</b>
<b>380 - Western Washington University - Private/Local</b>	<b>17,042</b>	<b>17,042</b>			<b>17,042</b>	<b>17,042</b>	<b>34,084</b>
<b>Total - 380 - Western Washington University</b>	<b>59,943</b>	<b>60,142</b>			<b>59,943</b>	<b>60,142</b>	<b>120,085</b>

**State of Washington  
Request for Fees or Taxes  
2013-15 Biennium**

	<b>Code</b>	<b>Title</b>
<b>AGENCY</b>	<b>380</b>	<b>Western Washington University</b>

Agy #	Agency Name	Fee Code	Name of Fee or Tax	Separate Bill or Budget Bill	Z-Draft # (or Pending)	New, Increased, Continued?	Incremental Revenue Dollars in Thousands				Tied to Expenditure Change?	Fee Payer Position	Explanation of Change (rate or methodology change, % increase, whether program is self-supporting)
							GF-S		Other Funds				
							FY 2014	FY 2015	FY 2014	FY 2015			
380	Wester Washington University	2200	Services & Activity Fees	NO	NO	Increase			445	466	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 4.7% increase for self-supporting funds
380	Western Washington University	2300	Other Mandatory Fees	NO	NO	Increase			464	486	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 4.7% increase for self-supporting funds
380	Western Washington University	3100	On-Campus Lab & Course Fees	NO	NO	Increase			86	90	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 4.7% increase for self-supporting funds
380	Western Washington University	5100	Application Fees	NO	NO	Increase			61	64	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 4.7% increase for self-supporting funds

## 2013 Enterprise Risk Management Update

Agency: Western Washington University

<b>Section A: Track Agency Progress Toward Mature Enterprise Risk Management Practices</b>					
<p><i>Instructions: The measures listed below are benchmarks for ERM achievement. It can take several years for an agency to successfully implement all measures and agencies are not expected to have all of them completed at this time. Please indicate which measures have now been completed and the year you plan to address each remaining measure. Feel free to add notes and attach documents.</i></p>					
<b>Measures of a Mature Program</b>	<b>Check if complete</b>	<b>Planned for 2012</b>	<b>Planned for 2013</b>	<b>Planned for 2014</b>	<b>Notes</b>
<b>Risk Management responsibility will be assigned to a specific employee</b>	X				WWU has assigned risk management program responsibilities to a specific employee with the title of Risk Manager.
<b>Risk Management will be on the executive leadership team agenda at least quarterly</b>		X	X	X	Risk management continues to be recognized by executive leadership as a priority.
<b>Agency Enterprise Risk Management policy will be in place or in progress</b>		X	X	X	WWU has a traditional risk management policy and a number of other risk-related policies. In 2012, Western created a charter for a committee to develop a university-wide policy that will integrate Enterprise Risk Management (ERM) with Western's commonly used Strengths, Challenges, Opportunities and Threats (SCOT) Assessments (see below).
<b>Agency incidents will be reported centrally and reviewed periodically</b>	X				All significant losses are reported to WWU Environmental Health & Safety. Reports are retained. WWU keeps a centralized Incident/Potential Hazard (IPH) database as well.
<b>Risks that can prevent achieving program goals will be discussed and ranked by severity and frequency (Risk Mapping)</b>	X				Western uses SCOT Assessments as part of its strategic planning and budgeting processes. The SCOT Assessment is commonly applied at the institutional, division and unit levels around campus. It provides a framework for identifying and assessing potential enterprise risks, described as Challenges or Threats within the SCOT framework.

**2013 Enterprise Risk Management Update**

**Agency: Western Washington University**

<b>Section A: Track Agency Progress Toward Mature Enterprise Risk Management Practices</b>					
<p><i>Instructions: The measures listed below are benchmarks for ERM achievement. It can take several years for an agency to successfully implement all measures and agencies are not expected to have all of them completed at this time. Please indicate which measures have now been completed and the year you plan to address each remaining measure. Feel free to add notes and attach documents.</i></p>					
<b>Measures of a Mature Program</b>	<b>Check if complete</b>	<b>Planned for 2012</b>	<b>Planned for 2013</b>	<b>Planned for 2014</b>	<b>Notes</b>
<b>Risk mitigation plans will be developed when needed for priority risks</b>		X	X	X	This is being done as part of day-to-day management and operational activities. It will be accomplished on a more formal basis through integration of ERM with SCOT Assessments.
<b>Where risks are under control, 'best practices' that provide control will be gathered and shared throughout the agency</b>	X				This is an ongoing effort and a current function of WWU's Risk Management, Environmental Health & Safety and Workers Compensation departments.
<b>Risk analysis will be integrated into agency strategic and budget planning</b>	X				As mentioned above, Western uses SCOT Assessments as part of its strategic planning and budgeting processes.

	Code	Title
AGENCY	380	Western Washington University

### NON-BUDGETED LOCAL FUND SUMMARY

DATE July 1, 2012

FUND CODE	FUND NAME	7/1/11 FUND BALANCE*	6/30/13 ESTIMATED FUND BALANCE	2013-15 ESTIMATED REVENUES	2013-15 ESTIMATED EXPENDITURES	6/30/15 ESTIMATED FUND BALANCE
440	Central Stores	\$43	\$47	\$259	\$250	\$56
448	Printing	(\$57)	\$100	\$2,002	\$2,060	\$42
450	Other Internal Services	\$946	\$2,591	\$20,018	\$19,889	\$2,720
460	Motor Pool	(\$6)	\$30	\$429	\$453	\$6
522	Associated Students	\$1,543	\$1,408	\$6,470	\$6,436	\$1,442
524	Bookstore	\$2,483	\$2,688	\$12,939	\$12,790	\$2,837
528	Parking	\$939	\$1,562	\$3,549	\$3,204	\$1,907
570	Other Enterprises	\$2,552	\$2,424	\$18,659	\$18,151	\$2,932
573	Housing and Dining	\$1,655	\$2,014	\$68,138	\$67,952	\$2,200
841	G. Robert Ross Endowment	(\$22)	\$67	\$52	\$64	\$55
846	Scholarship	\$766	\$1,276	\$23,982	\$23,919	\$1,339
849	Perkins and Other Loan Funds	\$10,162	\$10,174	\$491	\$365	\$10,300
859	Endowment Funds	\$725	\$693	\$1,560	\$1,459	\$794
860	State Loan Funds	\$2,520	\$1,965	\$5,549	\$5,498	\$2,016
						0
						0
						0
						0
						0

\* This column must agree with the 6/30/12 CAFR balance.

## LOCAL FUND SUMMARY

**Central Stores (Fund 440)**

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

**Printing Fund (Fund 448)**

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

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

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

**Motor Pool Fund (Fund 460)**

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

**Associated Students Fund (Fund 522)**

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

**Bookstore Fund (Fund 524)**

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

**Parking Fund (Fund 528)**

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

**Other Enterprises Fund (Fund 570)**

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

## LOCAL FUND SUMMARY

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

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

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

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

**Scholarship Fund (Fund 846)**

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

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

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

**Endowment Fund (Fund 859)**

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

**State Loan Fund (Fund 860)**

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

2012-2015 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
<b>USDA Forest Service</b>			
10.652 FY 2012	\$ 99,000	\$ 82,000	\$ 46,027
FY 2013	70,000	111,000	45,645
FY 2014	0	0	0
FY 2015	0	0	0
<b>Agency Totals</b>	<b>\$ 169,000</b>	<b>\$ 193,000</b>	<b>\$ 91,672</b>
<b>University of Washington</b>			
<b>NOAA</b>			
11.417 FY 2012	\$ 47,000	\$ 29,000	\$ 0
FY 2013	23,000	41,000	10,794
FY 2014	0	0	0
FY 2015	0	0	0
<b>Agency Totals</b>	<b>\$ 70,000</b>	<b>\$ 70,000</b>	<b>\$ 10,794</b>
<b>NASA</b>			
43.001 FY 2012	\$ 35,000	\$ 35,000	\$ 75,937
FY 2013	23,000	32,000	0
FY 2014	0	0	0
FY 2015	0	0	0
<b>Agency Totals</b>	<b>\$ 58,000</b>	<b>\$ 67,000</b>	<b>\$ 75,937</b>
<b>U.S. Department of Education</b>			
84.184 FY 2012	\$ 256,000	\$ 256,000	\$ 16,155
FY 2013	0	64,000	8,078
FY 2014	0	0	0
FY 2015	0	0	0
	256,000	320,000	24,233
84.129 FY 2012	\$ 300,000	\$ 300,000	\$ 51,702
FY 2013	288,000	275,000	51,702
FY 2014	150,000	150,000	15,000
FY 2015	\$ 150,000	\$ 150,000	\$ 15,000
	<b>\$ 888,000</b>	<b>\$ 875,000</b>	<b>\$ 133,404</b>
84.195 FY 2012	\$ 219,000	\$ 293,000	\$ 12,800
FY 2013	-	-	-
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
	<b>\$ 219,000</b>	<b>\$ 293,000</b>	<b>\$ 12,800</b>
<b>Agency Totals</b>	<b>\$ 1,363,000</b>	<b>\$ 1,488,000</b>	<b>\$ 170,437</b>
<b>National Institutes of Health</b>			
93.839 FY 2012	\$ 91,000	\$ 91,000	\$ 8,333
FY 2013	69,000	91,000	8,333
FY 2014	0	0	0
FY 2015	0	0	0
<b>Agency Totals</b>	<b>\$ 160,000</b>	<b>\$ 182,000</b>	<b>\$ 16,666</b>

2012-2015 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
<b>Corporation for National and Community Services</b>			
94.005 FY 2012	\$ 167,000	\$ 167,000	\$ 500,000
FY 2013	139,000	167,000	0
FY 2014	0	14,000	0
FY 2015	0	0	0
	<hr/>		
94.103 FY 2012	\$ 11,000	\$ 11,000	\$ 15,213
FY 2013	11,000	3,000	23,442
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
<b>Agency Totals</b>	<b>\$ 328,000</b>	<b>\$ 362,000</b>	<b>\$ 538,655</b>
<b>US Department of Commerce</b>			
11.302 FY 2012	\$ 152,000	\$ 138,000	\$ 50,434
FY 2013	0	28,000	0
FY 2014	0	0	0
FY 2015	0	0	0
	<hr/>		
11.307 FY 2012	\$ 0	\$ 28,000	\$ 60,549
FY 2013	-	-	-
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
<b>Agency Totals</b>	<b>\$ 152,000</b>	<b>\$ 194,000</b>	<b>\$ 110,983</b>
<b>Washington State University</b>			
<b>SBA</b>			
59.037 FY 2012	\$ 79,000	\$ 53,000	\$ 60,250
FY 2013	26,000	53,000	60,250
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
<b>Agency Totals</b>	<b>\$ 105,000</b>	<b>\$ 106,000</b>	<b>\$ 120,500</b>
<b>WA Higher EducCoordinating Board (US Dept Educ)</b>			
84.367 FY 2012	\$ 215,000	\$ 234,000	\$ 19,885
FY 2013	-	39,000	-
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
<b>Agency Totals</b>	<b>\$ 215,000</b>	<b>\$ 273,000</b>	<b>\$ 19,885</b>
<b>Institute of Museum and Library Services</b>			
45.312 FY 2012	\$ 0	\$ 0	\$ 5,285
FY 2013	-	-	2,643
FY 2014	-	-	-
FY 2015	\$ 0	\$ 0	\$ 0
<b>Agency Totals</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 7,928</b>

Agency: 380 Western Washington University

2012-2015 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts
<b>Fiscal Year Totals</b>			
FY2010	1,671,000	1,717,000	922,570
FY2011	649,000	904,000	210,887
FY2012	150,000	164,000	15,000
FY2013	150,000	150,000	15,000
Agency Totals	2,620,000	2,935,000	1,163,457

Attachment A-1  
 Locally-Authorized Salary Increases

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

Institution:

	Non-Represented Employees	Represented (Collectively-Bargained) Employees (Specify Bargaining Unit)		
1997-99	\$1,380			
1999-01	\$1,366			
2001-03	\$1,085			
2003-05	\$1,031			
FY 06	\$663			
FY 07	\$1,762			
FY 08	\$0			
FY 09	\$2,523			
FY 10	\$394			
FY 11	\$567			
FY 12	\$340			
<b>TOTAL</b>				

*\* Please report only the estimated cumulative value of (a) the locally-authorized amounts in excess of the standard state-funded salary increases in the biennial budget; that (b) were reported as a GF-S or 149-6 cost on your institution's initial 2010 CIM submission.*

**ATTACHMENT A-2**

**Faculty Collective Bargaining Agreement Impact Template**

Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.

This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
5.25			9/16/2012	

Describe increase:

All Faculty with the exception of new faculty hired for the 2012-2013 academic year will receive a basic increase of 5.25%

In addition to the above information, provide additional information for certain types of increases:

**For Increases to Specific Job Classes:**

(add rows as needed)

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2**  
**Faculty Collective Bargaining Agreement Impact Template**

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This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

*For EACH Increase:*

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
1			9/16/2012	

*Describe increase:*

An amount equal to 1% of the actual salaries paid to faculty members in the bargaining unit in 2011-12 shall be distributed as of September 16, 2012 as salary increases to selected faculty retroactively. The process of dividing and distributing these funds will be developed by a compression and equity committee. Recommendations from this committee will be obtained by January 15, 2013 and implemented by March 1, 2013.

*In addition to the above information, provide additional information for certain types of increases:*

*For Increases to Specific Job Classes:*  
*(add rows as needed)*

Job Class Code		Job Class Title

OR

*For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time*  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

*For assignment pay, special skills pay, shift differentials, locality or geographic pay:*  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
4.25			9/16/2013	

*Describe increase:*

All Faculty will receive a basic increase of 4.25%

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.

This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
0.75			9/16/2013	

*Describe increase:*

An amount equal to 0.75% of the actual salaries paid to faculty members in the bargaining unit in 2012-13 shall be distributed as of September 16, 2013 as salary increases to selected faculty. The process of dividing and distributing these funds will be developed by a compression and equity committee. Recommendations from this committee will be obtained by June 15, 2013.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
(add rows as needed)

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
4.25			9/16/2014	

*Describe increase:*

All Faculty will receive a basic increase of 4.25%

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
0.75			9/16/2014	

*Describe increase:*

An amount equal to 0.75% of the actual salaries paid to faculty members in the bargaining unit in 2013-14 shall be distributed as of September 16, 2014 as salary increases to selected faculty. The process of dividing and distributing these funds will be developed by a compression and equity committee. Recommendations from this committee will be obtained by June 15, 2014.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
15			9/16/2012	

*Describe increase:*

Effective September 16, 2012, chair stipends will be increased by 15%.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
10			9/16/2012	9/15/2015

*Describe increase:*

Instructors who advance to senior instructor shall have their base salary increased by 10% effective September 16 following the advancement.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title
F3	Senior Instructor

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
3			9/16/2012	

*Describe increase:*

Senior instructors who were advance to that status prior to September 16, 2012, shall have their base salary increased by 3%, effective September 16, 2012.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title
F3	Senior Instructor

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2  
Faculty Collective Bargaining Agreement Impact Template**

*Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.  
This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.*

**Agency** Western Washington University

**Bargaining Unit Title** United Faculty of Western Washington University

**Bargaining Unit Code**

**For EACH Increase:**

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
3			9/16/2012	9/15/2015

*Describe increase:*

All faculty who have exceeded department standards in at least one category of teaching, research, or service and who have met department standards in the remaining categories in a post-tenure review shall receive a 3% increase to their basic salary effective the following September.

*In addition to the above information, provide additional information for certain types of increases:*

**For Increases to Specific Job Classes:**  
*(add rows as needed)*

Job Class Code	Job Class Title

OR

**For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

**For assignment pay, special skills pay, shift differentials, locality or geographic pay:**  
*(add rows as needed)*

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

**ATTACHMENT A-2**

**Faculty Collective Bargaining Agreement Impact Template**

Please provide this information for each negotiated compensation adjustment, other than those negotiated by the OFM Labor Relations Office.

This information should be provided in addition to the cost summary by fiscal year and by fund described in the special higher education budget instructions.

Agency Western Washington University

Bargaining Unit Title United Faculty of Western Washington University

Bargaining Unit Code

For EACH Increase:

Increase Amount - %	or	Increase Amount - \$ Amount	Effective Date	End Date (if Any)
10			9/16/2012	9/15/2015

Describe increase:

Tenured and tenure-track faculty who receive a promotion shall have their base salary increased by 10% effective September 16 following the promotion.  
 In addition to the above information, provide additional information for certain types of increases:

For Increases to Specific Job Classes:

(add rows as needed)

Job Class Code		Job Class Title
F1, F2		Associate Professor & Professor
L1, L2		Librarian

OR

For longevity pay (increase after certain years of service), seniority pay (increase after certain years in job class), additional leave time

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name

OR

For assignment pay, special skills pay, shift differentials, locality or geographic pay:

(add rows as needed)

Job Class Code	Job Class Title	Employee ID Number	Employee Name	Expected Number of Hours per Year

### ATTACHMENT A-3

### Faculty Collective Bargaining Agreement Summary Template

Please provide this information for the most recent agreement and the preceding agreement.

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014 (est)	FY 2015 (est)
<b>All-Fund Salary Base</b>	43,089,749	47,125,823	44,183,803	44,855,856	44,255,130	49,035,103	52,390,742	55,945,150
<b>Across-the-board increase (State+149) *</b>	1,469,052	4,010,511				2,092,946	2,251,706	2,414,105
<b>Across-the-board increase (other funds)</b>	188,247	513,913				224,108	181,420	189,131
<b>Promotion &amp; Tenure (State+149)</b>	220,912	239,853	175,266	234,000	264,235	356,558	250,000	250,000
<b>Promotion Non-tenure track (NTT) Faculty (State+149)</b>		108,200	185,000	152,000	88,500	114,752	121,010	121,010
<b>Equity &amp; Compression (State+149)</b>	256,858					396,911	397,360	426,019
<b>Post-tenure Review (State+149)</b>			90,433	165,500	132,864	110,970	125,000	125,000
<b>Special Merit Increase (State+149)</b>								
<b>Longevity Increase (State+149)</b>								
<b>Longevity Increase (other funds)</b>								
<b>Assignment Pay; Dean/Chair Stipends (State+149)</b>		62,698				24,341	29,143	29,143
<b>Assignment/stipends (other funds)</b>								

[\*] Include effective date of increase in narrative submittal.

Notes:

- 1) All increases displayed in a given fiscal year are reflected in the base for the same fiscal year.
- 2) FY 2008 across-the-board increase was a one time bonus effective June 2008. It was not added into base salaries for subsequent increases.

Attachment B-1

Tuition Waivers -- Operating Fee (Fund 149-6) Portion Only

Institution:

RCW	Waiver Type	FY 2010		FY 2011		FY 2012	
		Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
<b>STATE SUPPORT WAIVERS</b>							
28B.15.014	Graduate Teaching Assistants	45	680,604	59	638,981	49	528,316
28B.15.380	Children of Police/Firemen	5	13,702	5	25,163	6	33,214
28B.15.556	Foreign Exchange Students	16	185,538	14	178,753	16	182,016
28B.15.615	Graduate Service Appointments	115	530,402	129	514,403	117	556,064
28B.15.621	Veterans & Veterans Family	46	198,548	41	202,813	43	285,220
28B.15.740	State Waiver Programs	1,672	4,805,559	2031	5,193,475	2290	5,292,393
28B.15.740	1% Gender Equity	177	779,204	187	895,055	188	954,908
	<b>Subtotal State-Support</b>	<b>2,076</b>	<b>7,193,557</b>	<b>2466</b>	<b>7,648,643</b>	<b>2709</b>	<b>7,832,131</b>
<b>NON-STATE SUPPORT WAIVERS</b>							
28B.15.915	Other Waiver Programs	215	676,883	222	808,663	428	1,378,571
28B.15.540	Senior Citizen	15	38,329	22	44,211	22	47,395
28B.15.558	State Employees	44	131,968	46	141,430	32	160,076
	<b>Subtotal Non-State-Support</b>	<b>274</b>	<b>847,180</b>	<b>290</b>	<b>994,304</b>	<b>482</b>	<b>1,586,042</b>
	<b>TOTAL ALL WAIVERS</b>	<b>2350</b>	<b>8,040,737</b>	<b>2756</b>	<b>8,642,947</b>	<b>3191</b>	<b>9,418,173</b>

**Attachment B-2  
State-Supported Tuition Waivers by Purpose**

**Institution:**

Purpose for Granting The Waiver	FY 2011				FY 2012			
	Residents		Non-Residents		Residents		Non-Residents	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
<b>UNDERGRADUATE STUDENTS</b>								
Adult Basic Ed/ESL								
Veteran	41	\$202,813			43	\$285,220		
Gender Equity	169	\$719,575	16	\$170,428	168	\$779,317	17	\$163,289
Over 18 Credits								
Merit	481	\$659,035	166	\$1,093,132	336	\$629,654	193	\$1,266,999
Financial Need	1340	\$3,332,206	24	\$44,491	1718	\$3,270,261	16	\$27,578
Reciprocity Agreement								
Other	6	\$20,441	14	\$171,596	6	\$33,214	16	\$182,016
<b>Subtotal State-Support</b>	<b>2037</b>	<b>\$4,934,069</b>	<b>220</b>	<b>\$1,479,647</b>	<b>2271</b>	<b>\$4,997,667</b>	<b>242</b>	<b>\$1,639,882</b>
<b>GRADUATE STUDENTS</b>								
Graduate Student Asst.	129	\$514,403	59	\$638,981	117	\$556,064	49	\$528,316
Veteran								
Gender Equity	2	\$5,053			2	\$12,302		
WWAMI								
Reciprocity								
Merit	12	\$39,075	5	\$32,363	20	\$51,046	5.7	\$41,690
Financial Need					3	\$5,165		
Other			2	\$5,052				
<b>Subtotal State-Support</b>	<b>143</b>	<b>\$558,531</b>	<b>65</b>	<b>\$676,396</b>	<b>142</b>	<b>\$624,577</b>	<b>54.3</b>	<b>\$570,006</b>
<b>TOTAL STATE SUPPORT</b>	<b>2180</b>	<b>\$5,492,600</b>	<b>286</b>	<b>\$2,156,043</b>	<b>2413</b>	<b>\$5,622,243</b>	<b>296</b>	<b>\$2,209,888</b>

**NOTE:** Please enter unduplicated headcounts and revenues waived in the cells above. In instances in which a student qualifies for multiple waivers (e.g. a veteran enrolled in excess of 18 credits), please count the student and include all operating fees waived on their behalf on the first row applicable to their situation.

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

**Institution:** \_\_\_\_\_

	FY 2010		FY 2011		FY 2012	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
<b>Federal Grants</b>	3,095	\$12,855,854.00	3,570	\$15,121,119.00	3,709	\$14,543,452.00
<b>Federal Student Loans (Stafford)</b>	6,899	\$45,165,534.00	7,193	\$47,662,670.00	7,289	\$48,562,155.00
<b>Federal PLUS Loans (Parent and Graduate)</b>	1,806	\$16,204,166.00	1,935	\$18,622,577.00	2,041	\$21,467,599.00
<b>Private Grants*</b>	709	\$1,284,517.00	821	\$1,644,175.00	875	\$1,866,399.00
<b>Private Loans</b>	220	\$1,774,777.00	214	\$1,830,686.00	270	\$2,481,946.00
<b>Three and One Half Percent Set Aside**</b>	1,100	\$2,020,160.00	1,158	\$2,685,989.00	1,764	\$2,642,931.00
<b>RCW 28B.15.067(10) Revenues for Institutional Financial Aid***</b>	375	\$479,839.00	438	\$729,326.00	0	\$0.00
<b>RCW 28B.15.067(9) Set Aside (Graduate Students)****</b>						

\* Private Grants: Grants or loans funded with contributions, endowment funds, foundation resources, or other private sources under the institution's control excluding funds from RCW 28B.15.067(1), (9) and (10).

\*\* RCW 28B.15.820(1) requires that each institution of higher education shall deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees in an institutional financial aid fund

\*\*\* RCW 28B.15.067(10) requires that any tuition increases above seven percent shall fund costs of instruction, library and student services, utilities and maintenance, other costs related to instruction as well as institutional financial aid. On this line, report ONLY funds from these revenues used for financial aid.

\*\*\*\* RCW 28B.15.067(9) requires that for academic years 2003-04 through 2012-13, institutions of higher education shall use an amount equivalent to 10 percent of all revenues received as a result of graduate academic school tuition increases to assist needy low and middle-income resident graduate academic students.

Attachment B-4

**Cumulative Undergraduate Student  
Loan Debt at Graduation**

Institution: 380-Western Washington University

Academic Year	Total Students Receiving Bachelor's Degree	Number Receiving Bachelor's Degree with Loan Debt*	Percentage of those receiving Bachelor's Degrees Who Have Loan Debt*	Mean Loan Debt* at Graduation	Median Loan Debt* at Graduation	Total Loan Debt* for All Students
2008-09	3,056	1,644	53.79%	16,118	15,644	26,497,599
2009-10	3,021	1,632	54.02%	17,699	16,916	28,884,351
2010-11	2,949	1,642	55.67%	18,651	18,544	30,624,871
2011-12 (est)	2,975	1,640	54.50%	19,500	19,114	32,624,871

\*Loan debt from Federal, State or Private loans received while attending this institution.

Attachment E

Maintenance & Operations Costs

For New Facilities Projected to Come On-Line in 2013-15

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

Institution: Western Washington University

Total gross square feet of campus facilities supported by State Funds: 2,167,166 From 2011 OFM-FIS data Owned + Leased

Total net assignable square feet supported by State Funds: 1,839,394 From 2011 OFM-FIS data Owned + Leased

Annual Reoccurring Costs - See Note 1

Project Name	Capital Budget Project Code	Total Project Gross Square Feet*	Gross Square Feet			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot**		Requested State Support - See Note 5		
			New by Project	Replaced by Project	Renovated in Project		FY 14	FY 15	FY 14	FY 15	FY 14	FY 15	TOTAL
Minor Works Preservation - See Note 2	30000524	5,900	-	-	5,900	Jul-14	0%	100%	\$10.24	\$10.46	\$0	\$30,000	\$30,000
Minor Works Program - See Note 3	30000525	9,660	1,260	-	8,400	Jul-14	0%	100%	\$12.80	\$13.08	\$0	\$60,000	\$60,000
Carver Academic Renovation	20081060	164,000	82,500	30,500	81,500	Dec-14	0%	100%	\$10.24	\$10.46	\$0	\$1,120,000	\$1,120,000
Classroom & Lab Upgrades	30000518	432	432	-	-	Oct-14	0%	100%	\$10.24	\$10.46	\$0	\$5,000	\$5,000
Fraser Hall Renovation - See Notes 7	30000427	13,882	320	-	13,562	Jul-13	100%	100%	\$10.24	\$10.46	\$70,000	\$73,000	\$143,000
Classroom & Lab Upgrades - See Note 7	30000425	28,935	-	-	28,935	Jul-13	100%	100%	\$10.24	\$10.46	\$142,000	\$149,000	\$291,000
Multi-Purpose Field - See Note 6		12,400	12,400	-	-	Oct-13	100%	100%	\$10.24	\$10.46	\$127,000	\$130,000	\$257,000
Miller Hall Renovation - See Note 7	2004-1-953	136,401	3,284	-	133,117	Aug-10	100%	100%	\$10.24	\$10.46	\$689,000	\$719,000	\$1,408,000
Buchanan Tower Addition - See Note 7		-	-	-	-	Oct-10	100%	100%	NA	NA	\$29,300	\$29,300	\$58,600
FM Inventory Control Warehouse - See Note 7	2008-2-093	5,000	5,000	-	-	Sep-09	100%	100%	\$10.24	\$10.46	\$51,000	\$52,000	\$103,000
<b>Totals - Re-Occuring</b>		<b>376,610</b>	<b>105,196</b>	<b>30,500</b>	<b>271,414</b>						<b>1,108,300</b>	<b>2,367,300</b>	<b>3,475,600</b>

One Time Set-up Costs - See Note 1 and Note 4

Project Name	Capital Budget Project Code	Total Project Gross Square Feet*	Gross Square Feet			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot**		Requested State Support - See Note 5		
			New by Project	Replaced by Project	Renovated in Project		FY 14	FY 15	FY 14	FY 15	FY 14	FY 15	TOTAL
Minor Works Preservation	30000524	5,900	-	-	5,900	Jul-14	0%	100%	NA	NA	\$0	\$0	\$0
Minor Works Program	30000525	9,660	1,260	-	8,400	Jul-14	0%	100%	NA	NA	\$0	\$39,000	\$39,000
Carver Academic Renovation	20081060	164,000	82,500	30,500	81,500	Dec-14	0%	100%	NA	NA	\$0	\$561,000	\$561,000
Classroom & Lab Upgrades	30000518	432	432	-	-	Oct-14	0%	100%	NA	NA	\$0	\$0	\$0
Fraser Hall Renovation - See Notes 7	30000427	13,882	320	-	13,562	Jul-13	100%	100%	NA	NA	\$18,000	\$0	\$18,000
Classroom & Lab Upgrades - See Note 7	30000425	28,935	-	-	28,935	Jul-13	100%	100%	NA	NA	\$54,000	\$0	\$54,000
Multi-Purpose Field		12,400	12,400	-	-	Oct-13	100%	100%	NA	NA	\$44,000	\$0	\$44,000
Miller Hall Renovation - See Note 7	2004-1-953	136,401	3,284	-	133,117	Aug-10	100%	100%	NA	NA	\$0	\$0	\$0
Buchanan Tower Addition - See Note 7		-	-	-	-	Oct-10	100%	100%	NA	NA	\$0	\$0	\$0
FM Inventory Control Warehouse - See Note 7	2008-2-093	5,000	5,000	-	-	Sep-09	100%	100%	NA	NA	\$0	\$0	\$0
<b>Totals - One Time Setup</b>											<b>116,000</b>	<b>600,000</b>	<b>716,000</b>

**Total of Reoccurring Annual Costs Plus One Time Setup Costs - See Note 1**

Project Name	Capital Budget Project Code	Total Project Gross Square Feet*	Gross Square Feet			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot**		Requested State Support - See Note 5		
			New by Project	Replaced by Project	Renovated in Project		FY 14	FY 15	FY 14	FY 15	FY 14	FY 15	TOTAL
Minor Works Preservation	30000524	5,900	-	-	5,900	Jul-14	0%	100%	NA	NA	\$0	\$30,000	\$30,000
Minor Works Program	30000525	9,660	1,260	-	8,400	Jul-14	0%	100%	NA	NA	\$0	\$99,000	\$99,000
Carver Academic Renovation	20081060	164,000	82,500	30,500	81,500	Dec-14	0%	100%	NA	NA	\$0	\$1,681,000	\$1,681,000
Classroom & Lab Upgrades	30000518	432	432	-	-	Oct-14	0%	100%	NA	NA	\$0	\$5,000	\$5,000
Fraser Hall Renovation - See Notes 7	30000427	13,882	320	-	13,562	Jul-13	100%	100%	NA	NA	\$88,000	\$73,000	\$161,000
Classroom & Lab Upgrades - See Note 7	30000425	28,935	-	-	28,935	Jul-13	100%	100%	NA	NA	\$196,000	\$149,000	\$345,000
Multi-Purpose Field		12,400	12,400	-	-	Oct-13	100%	100%	NA	NA	\$171,000	\$130,000	\$301,000
Miller Hall Renovation - See Note 7	2004-1-953	136,401	3,284	-	133,117	Aug-10	100%	100%	NA	NA	\$689,000	\$719,000	\$1,408,000
Buchanan Tower Addition - See Note 7		-	-	-	-	Oct-10	100%	100%	NA	NA	\$29,300	\$29,300	\$58,600
FM Inventory Control Warehouse - See Note 7	2008-2-093	5,000	5,000	-	-	Sep-09	100%	100%	NA	NA	\$51,000	\$52,000	\$103,000
<b>Totals</b>		<b>376,610</b>	<b>105,196</b>	<b>30,500</b>	<b>271,414</b>						<b>1,224,300</b>	<b>2,967,300</b>	<b>4,191,600</b>

**\*If building square footage exceeds by more than 5% the amount identified in the project C-2 that was submitted to OFM and the Legislature prior to the session during which construction funding was appropriated, please explain why in the "Expenditure and Revenue Calculations" section of the decision package.**

**Notes:**

- The operating impacts associated with a capital project, as published within the 2013-2023 Capital Plan, require both annual operating re-occurring costs and one time setup costs. Western has included both within this Operating Request for new facilities coming on line in 2013-15 and a total.
- Minor Work Preservation - These projects routinely have a maintenance and operations impacts. These preservation projects typically do not add new space, but routinely renovated or replace portions of space. These projects can include mandatory maintenance such as fire alarm systems upgrades that have required operating testing and certification requirements. Since the state process within this Attachment E is based on costs per gross square feet, Western has analyzed the impact of each project within the minor works preservation request and created their equivalent renovated gross square footage (GSF). The sum of these equivalent renovated gross square footages equals 5,900 gsf of fully renovated space. Example: Arntzen Hall Upgrade Electronic Safety Systems - Upgrades the fire alarm/safety system to a fully addressable fire alarm system with mass notification capabilities which adds mandatory fire alarm confidence testing beyond the needs of the existing system. Arntzen Hall = 98,337 gsf, equivalent renovation gsf for this work is + - 2,000 gsf or 2% of a fully renovated space.
- Minor Works Program - These projects routinely have a maintenance and operations impacts and add new space along with routinely renovating or replacing space or portions of space. Since the state process within this Attachment E is based on costs per gross square feet, Western has analyzed the impact of each project within the minor works program request and created their equivalent renovated gross square footage (GSF). The sum of these equivalent renovated gross square footages equals 8,400 gsf of fully renovated space. In addition, this request covers 1260 gsf of new space. The new space costs per square foot was increased for increased travel costs since the new space is located at the Shannon Point Marine Center located approximate 1 hour drive from the main campus. Examples: 1) Career services Employer Internship/Recruiting Strategies - This project renovates 1,991 gsf, the amount of systems/component replacement as part of this project is equivalent to a fully renovation of approximate 1000 gsf or 50% of the space being renovated. 2) Custume Shop - In Shop Storage and Fabric dyeing - This project adds a fume hood with mandatory testing and operating requirements. The space be renovated = 572 gsf. The equivalent gsf is approximate 460 gsf or 80% of a fully renovated space.
- The one time startup costs include equipment to maintain the facility and labor to provide basic facility setup in FAMIS, PM setup in FAMIS, setup in the Building Automated Control Systems (BACS) head end, fire extinguisher program setup, fire alarm & security system setup in FireWorks, Refrigerant Compliance system setup, verification of electrical equipment labeling, paint color documentation, updating campus electrical one line diagram and campus electrical loads documentation, updating plumbing operating diagrams and critical equipment locations, maintenance staff setup, M & O manual setup and filing, custodial task system setup, custodial setup in facility, campus one line floor plan system updates, update FM managed space, update FM computer inventory system, FacMan setup of renewal needs for facility, update Vault Database, Utility billing system setup with meter locations, update signage system, and integrate new vault documents into vault storage.

5. The Request State Support vary slightly from the 2013-2023 capital plan operating impact due to rounding and/or slight inflation difference on renovated space. Examples: Carver Academic Renovation Capital Plan Operating Impacts for Re-Occurring Annual costs = 1,107,670 in the first year of occupancy, 2015. The request above = 1,120,000.
6. The Multi-Purpose Field will not be constructed with capital funds, but will be a asset to receive state funded maintenance & operating support. The request covers new gross square footage be added to campus.
7. These requests are repeats from the 11-13 requests that were never funded. The Buchanan Towers addition was constructed through auxiliary facilities bonds and included utility and grounds improvements maintenance with state funds. The request is for state support of the portion the state is responsible to maintain. The scope of Fraser Hall Renovation has changed from the 11-13 submittal to be a full renovation with less new gsf. The Classroom & lab project from 11-13 will include new lab space will mandatory operating increases.

**\*\*Please identify and explain the basis for the proposed rate per square foot, by component function, in the table below. If this cost exceeds your institution's actual FY 12 cost per square foot for the function, please explain why.**

New Gross Square Footage Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 14	FY 15	
091 - Utilities	\$1.85	\$1.93	This is based on the actual 10 year historical utility costs to determine an average inflation rate. Western 10 year utility inflation is 4.5% increase per year. Using actual costs includes both changes in consumption and cost of utility commodities. See Notes Below
092 - Bldg & Utilities Maintenance	\$3.51	\$3.57	
093 - Custodial & Grounds Svcs.	\$2.78	\$2.82	
094 - Ops & Maintenance Support	\$2.10	\$2.14	
<b>TOTAL</b>	\$10.24	\$10.46	

Renovated Square Footage Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 14	FY 15	
091 - Utilities	\$0.22	\$0.30	Difference between New Gross Square Footage rate and FY11 Actual Costs Difference between New Gross Square Footage rate and FY11 Actual Costs Difference between New Gross Square Footage rate and FY11 Actual Costs Difference between New Gross Square Footage rate and FY11 Actual Costs
092 - Bldg & Utilities Maintenance	\$2.14	\$2.20	
093 - Custodial & Grounds Svcs.	\$1.13	\$1.17	
094 - Ops & Maintenance Support	\$1.43	\$1.47	
<b>TOTAL</b>	\$4.92	\$5.14	

FY11 Actual Costs (last Full yr of data) Component	Actual per GSF	Notes
	FY 11	
091 - Utilities	\$1.63	
092 - Bldg & Utilities Maintenance	\$1.37	
093 - Custodial & Grounds Svcs.	\$1.65	
094 - Ops & Maintenance Support	\$0.67	
<b>TOTAL</b>	\$5.32	

**Basis for Proposed New Gross Sq Ft rates - These are for the Re-occurring rates.**

1. Document the FY2011 (last full year) cost per gsf with percentage break between labor and materials (goods & services) in each category. This must include benefits on labor.
2. Update the historical percentage breakdown of labor and materials (goods & services) in each category and document the percentage to use in this submittal.
3. Document the gsf per FTE needed for each crew (trade) for 100% maintenance & operations and compare with existing FTE (FY2011) to determine the adjustment factor to convert from existing funding levels to 100% maintenance & operations.
4. Determine the needed cost per new gsf for 100% maintenance & operations by applying the above adjustment factor to existing costs per gsf, the selected labor and materials (goods & services) split and a the renewal/replacement costs not otherwise included for ordinary maintenance & repairs including those replacements under the capital funding limit of \$25,000. Existing funding levels fund maintenance & repair events to approximately \$10,000.
5. Determine the needed costs per renovated gsf for 100% maintenance & operations by subtract the existing (FY2011) costs per gsf from the new costs per gsf determined above.
6. Apply these average costs per gsf to the capital project and adjust each with complexity and travel time factors for unique off average projects. This will result in costs per gsf specific to the project.
7. Inflate the costs to the year of occupancy. Inflation rates at Western are labor = 1.0% (Will include impacts of salary increase for Step M), goods & services support = 3.5%, and utilities commodity costs = 4.5%.

**1. Actual average annual 2011-12 headcount distribution by credit hour.**

Credit Hr.	Undergraduate		Graduate	
	Resident	Non-Res	Resident	Non-Res
1	4.0	0.3	0.3	0.3
2	10.7	0.7	17.7	8.0
3	27.7	1.7	1.3	1.0
4	92.7	6.7	45.3	7.7
5	77.7	7.0	13.0	4.3
6	57.7	3.7	11.7	4.3
7	61.0	4.7	8.0	1.0
8	198.7	14.3	104.0	29.7
9	188.3	9.3	20.7	4.7
10	266.3	13.7	35.7	13.7
11	171.0	9.3	15.3	5.0
12	1,576.3	108.5	58.7	12.0
13	1,622.0	125.0	16.1	4.0
14	1,959.5	179.7	8.0	1.3
15	2,364.7	204.0	27.0	5.0
16	1,566.0	150.7	30.3	6.7
17	1,046.3	115.7	7.7	0.0
18	447.0	53.7	13.0	0.0
19	115.0	12.0	2.3	0.3
20	73.7	2.7	1.3	0.0
21	10.7	0.3	0.0	0.0
22	3.7	0.0	0.3	0.0
23	2.0	0.0	0.0	0.0
24	0.0	0.0	0.0	0.0
25	0.3	0.0	0.0	0.0
<b>Total</b>	<b>11,943.0</b>	<b>1,023.7</b>	<b>437.7</b>	<b>109.0</b>

**2. Actual annual average FTEs and Headcounts by student category (for fall, winter, and spring 2011-12)**

	Actual FTE			Actual Headcount		
	Resident	Non-Res	Total	Resident	Non-Res	Total
Undergraduate	11,155.1	980.3	12,135.4	11,943.0	1,023.7	12,966.7
Graduate	417.3	93.8	511.1	437.7	109.0	546.7
<b>Total</b>	<b>11,572.4</b>	<b>1,074.1</b>	<b>12,646.5</b>	<b>12,380.7</b>	<b>1,132.7</b>	<b>13,513.4</b>

**3. Actual Fund 149 revenue collections, interest earnings and transfer payments.**

Fund 149 - Fall, Winter, Spring 2011-12	WWU
Net operating fee collections	\$81,437,274.68
Institutional aid fund transfer	\$3,727,413.77
Actual interest earnings	\$100,752.64
Bond payment transfer to State Treasurer	\$0.00

**4. Actual operating fee waivers for 2011-12**

A) State Supported Operating Fee Waivers for Fall, Winter, Spring 2011-12	\$7,832,131
B) Non-State Supported Operating Fee Waivers for Fall, Winter, Spring 2011-12	\$1,586,042
C) Total Operating Fee Waivers for Fall, Winter, Spring 2011-12	\$9,418,173

**5. Tuition fees charged to full-time students for the 2011-12 academic year.**

	Tuition Operating Fee	Tuition Building Fee	Service & Activity Fee	Total
Undergraduate-Resident	6,214.00	254.00	507.00	6,975.00
Undergraduate-Nonresident	16,147.00	668.00	507.00	17,322.00
Graduate-Resident	6,774.00	165.00	507.00	7,446.00
Graduate-Nonresident	16,123.00	497.00	507.00	17,127.00