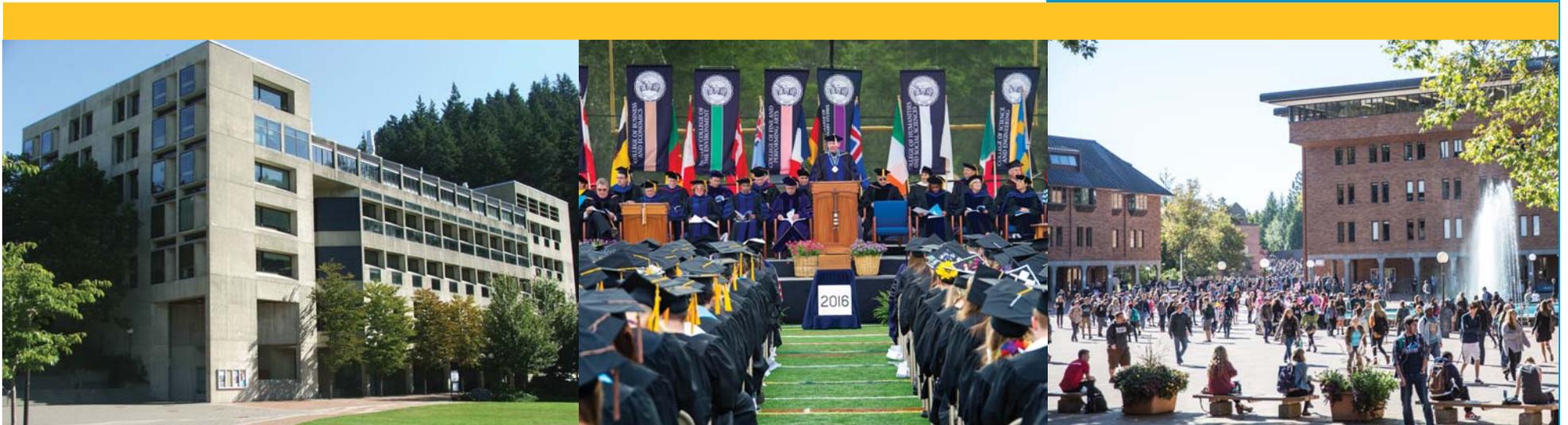


Western Washington University

2017-2019 OPERATING BUDGET REQUEST



Active Minds Changing Lives



Sabah Randhawa, President

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September 16, 2016

The Honorable Jay Inslee
Office of the Governor
PO Box 40002
Olympia, WA 98504-0002

Dear Governor Inslee:

I am submitting to you Western Washington University's 2017-2019 Operating Budget request. This budget and the proposals in it were developed through Western's bottom-up, strategic planning and budgeting process. This process is driven by our strategic goal to "Build upon 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. This request includes required decision packages critical to maintaining and enhancing Western's strengths.

Maintaining Western's Strengths:

Higher education is a talent based 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 and staff.

Western's compensation programs' objectives are designed to:

- Attract, retain, engage and motivate the talent that contributes to Western's excellence;
- Provide compensation programs that are fair, equitable and transparent; administered in a consistent, predictive and timely manner; and that can adapt to significant changes in the market and with the dynamics of the organization; and
- Assist employees in understanding how their position and performance plays a role in accomplishing Western's objectives by encouraging open communication at all levels.

In order to maintain the excellence of Western, compensation remains our top priority. The request includes funding an amount equivalent to a 4.0% annual increase for all employees. Actual increases will be dependent on the level of funding received, collective bargaining agreements, and the Professional Staff Compensation Plan.

Additionally, Western is requesting funding to adequately address the operations and maintenance impacts associated with Western's major and minor capital budget projects to come on line in 2017-2019, as well as inflationary costs for utilities, and maintenance and operations of existing facilities.

Enhancing Western's Strengths:

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.

- *Investing in Student Success and Achievement:* As Western requests additional state dollars to invest in support of higher education, we have listened carefully to the needs of the state. Western's priorities are focused on student success and achievement as measured by retention and graduation, and are aligned with the state of Washington's achievement measures. Western is already prepared to produce additional graduates in areas of high need, such as engineering, nursing, science, pre-professional programs, computer science, and business, while also ensuring quality in the liberal arts. However, the demographics of the state of Washington are changing with rapid growth of K-12 students within groups that have not typically enrolled in higher education. Many of these academically bright and capable students will require, and deserve, increased support in mentoring, advising, and counseling to help ensure their success.
- *Comprehensive Approach to Enhancing Equity, Inclusion and Diversity:* Western has made a strong commitment to addressing equity and inclusion on campus, and to diversifying the campus to be more reflective of the changing demographics of our state. Western's ability to meet the state's need for access to higher education for under-represented students is dependent on the investment in programs which ensure a culturally welcoming and supportive environment. This decision package outlines three broad areas that need to be addressed:
 - *Multicultural Services* to create a welcoming and inclusive climate as well as educating the campus on issues of diversity. This includes diversification in hiring and important understanding of skills needed for professionals in serving diverse populations.
 - *Diverse Educational Experiences* to develop curricular and pedagogical support in areas of research and faculty development, as well as support for strategic planning.
 - *Partnerships* to maximize the University's collaboration with external communities toward the success of under-represented, marginalized and diverse students.
- *Increasing STEM Capacity:* Given recent substantial growth in demand for STEM degree programs by Western students and by the state for STEM graduates, Western proposes a three-pronged plan for increasing capacity and throughput efficiency in critical first- and second-year entry-level courses in Mathematics, Physics, and Chemistry. These are critical support and gateway courses for some of our highest demand degree programs, including Computer Science, Engineering, and Pre-Health Sciences. The proposed program would provide recruiting, advising, and additional course sections for a 100-student cohort of entering freshmen. The cohort model is a proven method for increasing retention and supporting students from diverse backgrounds, while the increased course capacity reduces waitlist times and overall time to degree for important STEM programs, thereby reducing instructional costs as well as potential costs to students.

- Scaling Up: Increasing the Number of Teachers in Washington State: The Woodring College of Education (WCE) sees the pending state teacher shortage as an opportunity to address an important gap in the need for new teachers by scaling up the graduation of new teachers. We feel a deeper mandate as a public institution to help alleviate the impending shortage of teachers in the K-12 system. Woodring College intends to be a key contributor to preparing future teachers for areas of the state school system that are in the greatest need. This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region.

Western Washington University stands ready to help address Washington's critical needs. We believe education is the most important investment our State can make in revitalizing Washington's economy and building a 21st century workforce, creating an economic climate where innovation and entrepreneurship can continue to thrive, and creating brighter futures for all Washingtonians. We welcome the opportunity to provide additional information on these proposals should you or your staff require it.

Sincerely,



Sabah Randhawa
President

Enclosure

Copy: Brent Carbajal, Provost/Vice President for Academic Affairs
Becca Kenna-Schenk, Director, Government Relations
Linda Teater, Director, Budget Office

WESTERN WASHINGTON UNIVERSITY
2017-2019 Operating Budget Request
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ELECTRONIC SUBMITTAL CONFIRMATION FORM

Agency Number: 380

Agency Name: Western Washington University

Agencies are required to provide electronic access to each decision package in their budget request as part of the submittal process. Confirm Option 1 or 2 below:

Option 1:



This agency posts all decision packages for our 2017-19 budget request to our public facing website at the following URL:

URL: <http://www.wwu.edu/upb/opbudreqcal/index.shtml>

Option 2:



This agency does not post decision packages and has forwarded copies via e-mail to OFM.Budget@ofm.wa.gov.

These decision packages conform to our agency's ADA accessibility compliance standards.

Agency Linda Teater, Director, Budget Office

Contact:

360-650-4762

Contact Phone:

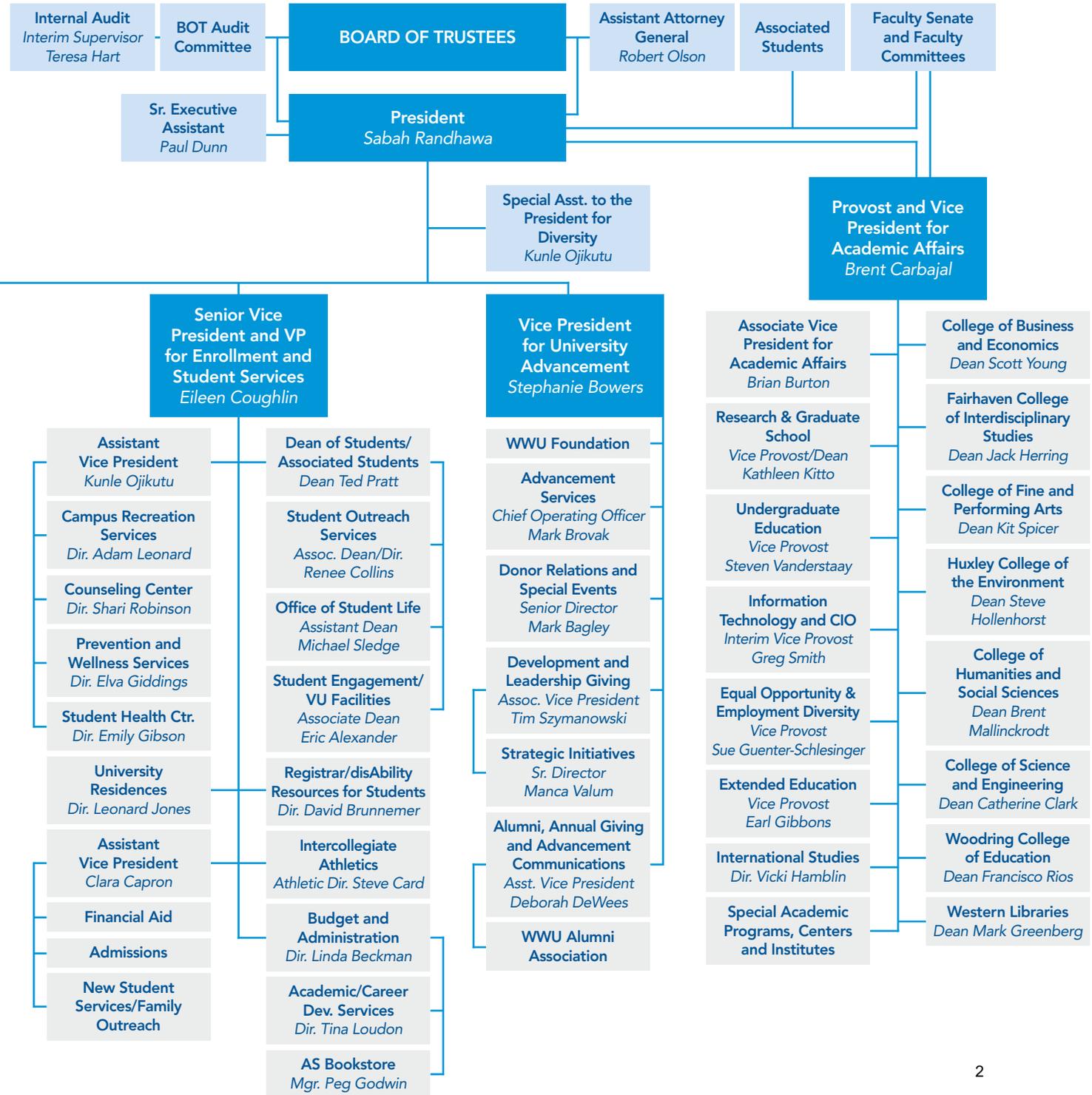
Linda.teater@wwu.edu

Contact E-mail:

Date: 9/16/2016



Organizational Structure



380 - Western Washington University

A002 Instruction

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

Appropriation Period: 2017-19 Activity Version: CB - Current Biennium Sort By: Activity

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	14.0	55.0	34.5
001 General Fund			
001-1 State	\$2,299,670	\$7,166,123	\$9,465,793

Program 010 - Instruction

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	38.5	38.5	38.5
001-1 State	277.3	277.4	277.4
148-6 Non-Appropriated	142.3	142.3	142.3
149-6 Non-Appropriated	541.0	541.0	541.0
FTE Total	999.1	999.2	999.2
08A Education Legacy Trust Account			
08A-1 State	\$3,574,490	\$3,570,870	\$7,145,360
001 General Fund			
001-1 State	\$42,556,962	\$45,205,267	\$87,762,229
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$18,344,900	\$18,749,400	\$37,094,300
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$40,381,140	\$41,240,180	\$81,621,320

Program 040 - Primary Support

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	4.3	4.3	4.3
001-1 State	24.0	23.9	24.0
148-6 Non-Appropriated	4.1	4.1	4.1
149-6 Non-Appropriated	43.5	43.5	43.5
FTE Total	75.9	75.8	75.9
08A Education Legacy Trust Account			
08A-1 State	\$397,400	\$397,000	\$794,400
001 General Fund			
001-1 State	\$3,737,800	\$4,005,800	\$7,743,600
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$1,274,500	\$1,302,500	\$2,577,000
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$3,244,480	\$3,313,500	\$6,557,980

Program 050 - Library

Appropriation Period: 2017-19 Activity Version: CB - Current Biennium Sort By: Activity

Program 050 - Library

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	4.2	4.2	4.2
001-1 State	23.7	23.8	23.8
148-6 Non-Appropriated	2.2	2.2	2.2
149-6 Non-Appropriated	46.0	46.0	46.0
FTE Total	76.1	76.2	76.2
08A Education Legacy Trust Account			
08A-1 State	\$393,948	\$393,550	\$787,498
001 General Fund			
001-1 State	\$3,694,900	\$3,959,700	\$7,654,600
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$225,100	\$230,000	\$455,100
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$3,437,430	\$3,510,560	\$6,947,990

Program 060 - Student Services

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	6.2	6.2	6.2
001-1 State	56.3	56.3	56.3
149-6 Non-Appropriated	67.6	67.6	67.6
FTE Total	130.1	130.1	130.1
08A Education Legacy Trust Account			
08A-1 State	\$578,220	\$577,640	\$1,155,860
001 General Fund			
001-1 State	\$7,107,513	\$7,485,616	\$14,593,129
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$8,043,300	\$8,220,500	\$16,263,800
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$5,048,230	\$5,155,530	\$10,203,760

Statewide Result Area: World Class Education

Statewide Strategy: Provide convenient and efficient post-secondary education

Expected Results

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

A003 Research

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

Program 020 - Research

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	0.5	0.5	0.5
001-1 State	2.6	2.6	2.6
148-6 Non-Appropriated	0.6	0.6	0.6
149-6 Non-Appropriated	5.1	5.1	5.1
FTE Total	8.8	8.8	8.8
08A Education Legacy Trust Account			
08A-1 State	\$43,610	\$43,566	\$87,176
001 General Fund			
001-1 State	\$410,000	\$439,400	\$849,400
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$49,800	\$50,900	\$100,700
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$381,670	\$389,790	\$771,460

Program 100 - Sponsored Research and Programs

Account	FY 2018	FY 2019	Biennial Total
FTE			
145-6 Non-Appropriated	100.6	100.9	100.8
145 Institutions of Higher Education - Grant and Contracts Account			
145-6 Non-Appropriated	\$9,600,000	\$10,629,000	\$20,229,000

Statewide Result Area: World Class Education

Statewide Strategy: Provide access to high-quality research opportunities

Expected Results

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

A001 Administration

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

Appropriation Period: 2017-19 Activity Version: CB - Current Biennium Sort By: Activity

Program 060 - Student Services

Account	FY 2018	FY 2019	Biennial Total
FTE			
001-1 State	11.0	11.0	11.0
001 General Fund			
001-1 State	\$1,142,627	\$1,138,393	\$2,281,020

Program 080 - Institutional Support

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	11.9	11.9	11.9
001-1 State	66.1	66.0	66.1
148-6 Non-Appropriated	53.5	53.5	53.5
149-6 Non-Appropriated	127.2	127.2	127.2
FTE Total	258.7	258.6	258.7
08A Education Legacy Trust Account			
08A-1 State	\$1,102,800	\$1,101,700	\$2,204,500
001 General Fund			
001-1 State	\$10,286,900	\$11,024,500	\$21,311,400
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$2,554,500	\$2,610,800	\$5,165,300
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$9,498,420	\$9,700,480	\$19,198,900

Program 090 - Plant Operations and Maintenance

Account	FY 2018	FY 2019	Biennial Total
FTE			
08A-1 State	8.9	8.9	8.9
001-1 State	46.0	46.0	46.0
148-6 Non-Appropriated	2.3	2.3	2.3
149-6 Non-Appropriated	97.1	97.1	97.1
FTE Total	154.3	154.3	154.3
08A Education Legacy Trust Account			
08A-1 State	\$828,500	\$827,600	\$1,656,100
001 General Fund			
001-1 State	\$7,150,000	\$7,662,700	\$14,812,700
148 Institutions of Higher Education - Dedicated Local Account			
148-6 Non-Appropriated	\$54,900	\$56,100	\$111,000
149 Inst of HI ED-Operating Fees Acct			
149-6 Non-Appropriated	\$7,249,600	\$7,403,900	\$14,653,500

Statewide Result Area: World Class Education

Statewide Strategy: Provide convenient and efficient post-secondary education

Expected Results

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

Grand Total

	FY 2018	FY 2019	Biennial Total
FTE's	1,828.6	1,869.9	1,849.3
GFS	\$78,386,372	\$88,087,499	\$166,473,871
Other	\$116,306,938	\$119,475,066	\$235,782,004
Total	\$194,693,310	\$207,562,565	\$402,255,875

Activity Inventory Indirect Cost Allocation Approach

Agency: 380 - Western Washington University

Date: July 11, 2016

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, 08A, 145, 148 & 149 -- for 2017-19, \$371,264,000)		
			Estimated Dollars 2017-18	Estimated Dollars 2018-19	Estimated Dollars 2017-19
A001 Administration	In general, central or core administrative functions (President, Provost, Business & Financial Affairs, Faculty Senate, Internal Auditor, Board of Trustees, Institutional Research, Planning & Budgeting).	27.2%	\$ 10,460,214	\$ 10,642,884	\$ 21,103,098
A002 Instruction	Classroom instruction, library services, primary support services, scholarship, public service, student support services, operation and maintenance of campus facilities, technology services & support.	60.0%	\$ 23,074,002	\$ 23,476,950	\$ 46,550,952
A003 Research	Research and Sponsored Research	12.8%	\$ 4,922,454	\$ 5,008,416	\$ 9,930,870
TOTAL		100.000%	\$ 38,456,670	\$ 39,128,250	\$ 77,584,920

*2017-19 Carry Forward Budget

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, 2014, subject to change. Rates include general administration, plant operations, library, department administration, computer centers, and use allowances. Please contact the Budget Office at Western, if there are questions concerning this form and to verify updates and appropriate use.

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.

UPRC Final Draft Strategic Plan Approved
by UPRC 11/17/10
Approved by Faculty Senate 11/22/10
Approved by Board of Trustees 12/10/10
Effective 1/1/2011

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

Recommendation Summary

Agency: 380 Western Washington University

3:31:04PM

9/12/2016

Dollars in Thousands

	Annual Average FTEs	General Fund State	Other Funds	Total Funds
2015-17 Current Biennium Total				
CL CF 2017-19 Carry Forward	1,768.7	133,670	235,782	369,452
Total Carry Forward Level	1,768.7	133,670	235,782	369,452
Percent Change from Current Biennium				
M1 MA Carver Academic Facility		943		943
M1 MB Increases for New Square Footage		1,762		1,762
Carry Forward plus Workload Changes	1,768.7	136,375	235,782	372,157
Percent Change from Current Biennium				
M2 MC Request for Inflationary Adjustment		331		331
Total Maintenance Level	1,768.7	136,706	235,782	372,488
Percent Change from Current Biennium				
PL AA Critical Compensation Adjustments		14,870		14,870
PL AB Student Success and Achievement	21.6	3,387		3,387
PL AC Equity, Inclusion and Diversity	12.0	2,393		2,393
PL AD Increasing STEM Capacity	12.5	2,688		2,688
PL AF Increasing the Number of Teachers i	34.5	6,430		6,430
Subtotal - Performance Level Changes	80.6	29,768		29,768
2017-19 Total Proposed Budget	1,849.3	166,474	235,782	402,256
Percent Change from Current Biennium				

Recommendation Summary

Agency: 380

3:31:04PM

9/12/2016

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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M1 MA Carver Academic Facility

Western is requesting an appropriation shift of the Western Washington University Capital Projects Account from the capital budget to the operating budget. The funds would be utilized for debt service repayment of a certificate of participation for the Carver Academic Facility.

M1 MB Increases for New Square Footage

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 2017-19. During this biennium Western anticipates taking occupancy of new and renovated space in the Carver Academic Facility as well as 13,820 SF at the Poulsbo Marine Science Center. Western will also construct a 20,000 SF Support Services Facility, approximately 2000 SF of new space to support our Student Multi-Cultural Center, and 1200 SF of new space at our Shannon Point property.

M2 MC Request for Inflationary Adjustment

The cost of utility commodities: electricity, natural gas, water, sewer and storm water increases annually. Even as consumption is reduced through dedicated energy saving initiatives, the growth of per unit rates for these commodities exceeds the value of energy saved. Taking into account a historic 4% commodity inflation combined with demonstrated energy savings results, a 2% inflationary adjustment is requested. WWU estimates an additional \$80,000 in FY18 and \$163,200 in FY19 to maintain its utility budget.

For the past four fiscal years, the average annual rate of inflation based on the industry standard construction cost index is 2.41%. In order to maintain current levels of buying power, the \$1.2M Facilities Management Goods and Services budget (non-labor) will need an increase of \$28,920 in FY2017-18 and \$59,275 in FY2018-19.

PL AA Critical Compensation Adjustments

Higher education is a talent based 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 and staff. Western's compensation programs' objectives are designed to:

- Attract, retain, engage and motivate the talent that contributes to Western's excellence;
- Provide compensation programs that are fair, equitable and transparent, and administered in a consistent, predictive and timely manner; and that can adapt to significant changes in the market and with the dynamics of the organization; and
- Assist employees in understanding how their position and performance plays a role in accomplishing Western's objectives by encouraging open communication at all levels.

PL AB Student Success and Achievement

Recommendation Summary

Agency: 380

3:31:04PM

9/12/2016

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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According to the report, Education Pays 2013: The Benefits of Higher Education for Individuals and Society, the benefits of a college degree include greater earning power, greater likelihood of being employed and to receive health insurance and pension benefits from their employers, more active citizenship, healthier lifestyles, and increased opportunities to move up the socioeconomic ladder.

Western Washington University is well positioned to benefit employers and the state of Washington. Western recognizes the importance of positive, proactive and timely interventions for our students and has been a national leader using the Student Success Collaborative to tap into big data analytics and identify those students "off-path" for graduation and to engage them before the consequences are too impactful to persist.

As a publicly-purposed university, Western is committed to creating opportunities for students from a variety of backgrounds and experiences to be successful learners and increasing degree production. According to our calculations, for every term reduction in time to degree, the cost savings for one student equals \$2,153. Reducing time to degree by just one term for 500 students is an overall savings of more than \$1,000,000 for our students and helps address course access issues for the institution. Furthermore, the state benefits from a more educated citizenry able to serve the state's workforce needs. The enclosed proposal builds on existing efforts through minimal investments that intentionally target core support programs that help ensure student success and are a clear return on investment for the state.

PL AC Equity, Inclusion and Diversity

Western has made a strong commitment to addressing equity and inclusion on campus and to diversifying the campus to be more reflective of the changing demographics of our state. Those efforts have resulted in an increase in the total number of underrepresented racial and ethnic minority students present on campus. Despite these efforts, Western currently enrolls fewer diverse students than other public universities in the State of Washington. Data from the OFM Dashboard (2014-15) shows that only 26% of students at Western are from underrepresented racial backgrounds versus a range from 32% - 57% at other state universities.

Western's ability to meet the state's need for access to higher education for underrepresented students is dependent on the investment in programs which ensure a culturally welcoming and supportive academic environment. This request addresses three broad areas - multicultural services, diverse educational experiences, and partnerships - which best fit Western's mission of "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" and prepare our graduates to become culturally responsive citizens of the state.

PL AD Increasing STEM Capacity

Given Western's role in serving the needs of the state of Washington, and further given the recent substantial growth in demand for STEM degree programs by WWU students and by the state for STEM graduates, Western proposes a three-pronged plan for increasing capacity and throughput efficiency in critical first- and second-year entry-level courses in Mathematics, Physics, and Chemistry. These courses are critical support courses for programs that are under the most significant demand, including Computer Science, Engineering, and Pre-Health Sciences. The proposed program would provide recruiting, advising, and additional course sections for a 100-student cohort of native freshmen; the cohort model is a proven method for increasing retention and supporting students from diverse backgrounds, while the increased course capacity reduces waitlist times and overall time to degree for important STEM programs, thereby reducing instructional costs.

PL AF Increasing the Number of Teachers

Recommendation Summary

Agency: 380

3:31:04PM

9/12/2016

Dollars in Thousands

Annual Average FTEs	General Fund State	Other Funds	Total Funds
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The Woodring College of Education (WCE) sees the pending teacher shortage as an opportunity to address an important gap in the need for new teachers by scaling up the production of new teachers. We feel a deeper mandate as a public institution to help alleviate the impending shortage of teachers in the K-12 system. The College intends to be a key contributor to the development of future teachers into those areas of the state school system that most need them. This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Request for Carver Academic Facility Debt Financing Funds

Budget Period: 2017-2019

Budget Level: Maintenance Level M1-MA

Agency Recommendation Summary Text:

Western is requesting an appropriation shift of the Western Washington University Capital Projects Account from the capital budget to the operating budget. The funds would be utilized for debt service repayment of a certificate of participation for the Carver Academic Facility.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$500,667	\$442,000	\$438,600	\$440,000
Total Cost	\$500,667	\$442,000	\$438,600	\$440,000
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$500,667	\$442,000	\$438,600	\$440,000
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$0	\$0	\$0	\$0
Obj. B	\$0	\$0	\$0	\$0
Obj. E	\$500,667	\$442,000	\$438,600	\$440,000
Obj. G	\$0	\$0	\$0	\$0
Total Cost – by Object	\$500,667	\$442,000	\$438,600	\$440,000

Package Description

In the 2015-2017 Capital Budget, the Legislature funded the renovation of the Carver Academic Building (Carver) with \$58.6M in state funds, \$5.4M in local funds, and \$6.0M expected through a certificate of participation. Western is requesting an appropriation shift of the Western Washington University Capital Projects Account from the capital budget to the operating budget. The funds would be utilized for debt service repayment of the certificate of participation.

There are many reasons why the renovation of Carver was needed, but perhaps none greater than the need to strengthen seismic stability and improve accessibility throughout the building. Carver is not only Western's most heavily-used building on campus, it is also the largest indoor assembly space in Whatcom County. The safety of the complex has been a great concern, with parts of the building scoring a 5 out of 100 on a scale of seismic stability. The renovation of Carver helps ensure that students, faculty, staff and the public in the facility at any given time will be safe in the event of an earthquake. Additionally, Carver was not compliant with the Americans with Disability Act (ADA) because portions of the building were not fully accessible; the renovation puts us into compliance. Lastly, with outdated equipment, some dating back nearly 80 years to its original construction, renovating Carver gives the building at least a LEED silver rating and makes the building more efficient in terms of energy use and maintenance.

When completed, the improved Carver Academic Facility will provide classrooms, computer labs, movement labs, other instructional space, offices, support facilities and gymnasiums for the departments of Health and Human Development, Campus Recreation, and Athletics. Health and Human Development (Western's largest and fastest-growing academic department) offers degree programs for students interested in professions related to kinesiology, P-12 physical education and health, community health education, and recreation, areas of increasing need for the state.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

Not applicable.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Expenditure assumptions are based on an estimated debt service schedule obtained from the state treasurer's office in July 2016 included in this proposal.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

Not applicable.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	Yes	Identify:
Capital Budget Impacts?	Yes	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

Not applicable.

What alternatives were explored by the agency and why was this option chosen?

Not applicable.

What are the consequences of not funding this request? How has or can the agency address the issue or need in its current appropriation level?

Without additional funds, the debt service repayment will be borne by the internal reallocation of University resources – to the detriment of critical academic and business service functions.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No 

Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

\$6,000,000

WWU \$6,000

Estimate

March 30, 2017

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
12/01/2017	-	-	180,666.67	180,666.67
06/01/2018	200,000.00	4.000%	120,000.00	320,000.00
12/01/2018	-	-	116,000.00	116,000.00
06/01/2019	210,000.00	4.000%	116,000.00	326,000.00
12/01/2019	-	-	111,800.00	111,800.00
06/01/2020	215,000.00	4.000%	111,800.00	326,800.00
12/01/2020	-	-	107,500.00	107,500.00
06/01/2021	225,000.00	4.000%	107,500.00	332,500.00
12/01/2021	-	-	103,000.00	103,000.00
06/01/2022	235,000.00	4.000%	103,000.00	338,000.00
12/01/2022	-	-	98,300.00	98,300.00
06/01/2023	245,000.00	4.000%	98,300.00	343,300.00
12/01/2023	-	-	93,400.00	93,400.00
06/01/2024	255,000.00	4.000%	93,400.00	348,400.00
12/01/2024	-	-	88,300.00	88,300.00
06/01/2025	265,000.00	4.000%	88,300.00	353,300.00
12/01/2025	-	-	83,000.00	83,000.00
06/01/2026	275,000.00	4.000%	83,000.00	358,000.00
12/01/2026	-	-	77,500.00	77,500.00
06/01/2027	285,000.00	4.000%	77,500.00	362,500.00
12/01/2027	-	-	71,800.00	71,800.00
06/01/2028	300,000.00	4.000%	71,800.00	371,800.00
12/01/2028	-	-	65,800.00	65,800.00
06/01/2029	310,000.00	4.000%	65,800.00	375,800.00
12/01/2029	-	-	59,600.00	59,600.00
06/01/2030	320,000.00	4.000%	59,600.00	379,600.00
12/01/2030	-	-	53,200.00	53,200.00
06/01/2031	335,000.00	4.000%	53,200.00	388,200.00
12/01/2031	-	-	46,500.00	46,500.00
06/01/2032	350,000.00	4.000%	46,500.00	396,500.00
12/01/2032	-	-	39,500.00	39,500.00
06/01/2033	365,000.00	4.000%	39,500.00	404,500.00
12/01/2033	-	-	32,200.00	32,200.00
06/01/2034	380,000.00	4.000%	32,200.00	412,200.00
12/01/2034	-	-	24,600.00	24,600.00
06/01/2035	395,000.00	4.000%	24,600.00	419,600.00
12/01/2035	-	-	16,700.00	16,700.00
06/01/2036	410,000.00	4.000%	16,700.00	426,700.00
12/01/2036	-	-	8,500.00	8,500.00
06/01/2037	425,000.00	4.000%	8,500.00	433,500.00
Total	\$6,000,000.00	-	\$2,895,066.67	\$8,895,066.67

2017-19 Biennium Budget Decision Package

Agency: **Western Washington University**

Decision Package Code/Title: **Increases for New Square Footage**

Budget Period: **2017-2019**

Budget Level: Maintenance Level M1-MB

Agency Recommendation Summary Text:

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 2017-19. During this biennium Western anticipates taking occupancy of new and renovated space in the Carver Academic Facility as well as 13,820 SF at the Poulsbo Marine Science Center. Western will also construct a 20,000 SF Support Services Facility, approximately 2000 SF of new space to support our Student Multi-Cultural Center, and 1200 SF of new space at our Shannon Point property.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$779,097	\$983,047	\$1,005,657	\$1,028,787
Total Cost	\$779,097	\$983,047	\$1,005,657	\$1,028,787
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$779,097	\$983,047	\$1,005,657	\$1,028,787
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$0	\$0	\$0	\$0
Obj. B	\$0	\$0	\$0	\$0
Obj. E	\$779,097	\$983,047	\$1,005,657	\$1,028,787
Obj. G	\$0	\$0	\$0	\$0
Total Cost – by Object	\$779,097	\$983,047	\$1,005,657	\$1,028,787

Package Description

During the 2017-2019 biennium the following major and minor capital projects will be added to Western's facilities square footage:

1. Carver Academic Facility – This capital project demolishes a large section of the building, builds a new wing for classrooms, offices and seismic stability, and renovates the remaining building area. Upon completion of the Carver renovation, there will be a net 53,228 square footage increase to Western's academic footprint, and a corresponding increasing to facilities maintenance and operating costs. Assuming occupancy prior to the start of the 17-19 biennium, the operating increases will be needed in both years of the biennium.

FY18 need: 53,228 SF @ \$11.62/SF = \$618,509

FY19 need: 53,228 SF @ \$11.88/SF = \$632,349

2. Support Services Facility – This project would construct a 25,000 square foot building on the vacant land owned by the university at 25th Street and Taylor. The new building would accommodate various departments that require proximity to campus but do not need to be located on campus, thus freeing up space for critical academic functions in the core of campus. The following departments could be accommodated: Environmental Health & Safety, Human Resources, Facilities Development & Capital Budget, Facilities Management administration, Business Services, and Accounting Services. Assuming occupancy in the final six months of the biennium, the following operating costs will be needed in the second year of the biennium only.

FY19 need: 25,000 SF @ \$11.88/SF X 6/12 = \$148,500

3. Minor Works Programmatic –

- a. Shannon Point Lab & Classroom Facility: Western proposes to add 1200 square feet of State funded space at our Shannon Point facility, with corresponding increase in recurring operating and maintenance costs. Assuming occupancy in the second year of the coming biennium, the operating costs will be needed in the second year of the biennium.

FY19 need is \$11.88/SF, or \$14,256.

- b. Multi-Cultural Center: Western proposes to add approximately 2000 square feet of State funded space on its main campus to support a larger student funded multi-cultural student center. Assuming occupancy in the second year of the coming biennium, the operating costs will be needed in the second year of the biennium.

FY19 need is \$11.88/SF, or \$23,760.

4. Poulsbo Marine Science Center – Western Washington University, the city of Poulsbo and the Poulsbo Marine Science Foundation have approved initial agreements that will allow Western to lease and then to assume ownership of the Poulsbo Marine Science Center building. The center has been an important educational resource for the community and the region. Western students on the Kitsap and Olympic Peninsulas are now given the opportunity to learn, teach, and do research in an exciting new environment. Assuming occupancy prior to the start of the 17-19 biennium, the operating increases will be needed in both years of the biennium.

FY18 need: 13,820 SF @ \$11.62/SF = \$160,588

FY19 need: 13,820 SF @ \$11.88/SF = \$164,182

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

Not Applicable.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

Expenditure calculations are based on actual historical costs of utilities, building and utility maintenance, custodial and ground services, and operations/maintenance support.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

Not Applicable.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	Yes	Identify: Detailed in proposal.
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

Detailed in proposal.

What alternatives were explored by the agency and why was this option chosen?

Not Applicable.

What are the consequences of not funding this request?

Operating and maintenance funds for facilities will be distributed over a larger area, effectively reducing the available dollars per square foot. Ultimately this slow undermining of buying power will result in:

- The deferment of critical preventative maintenance
- The subsequent shifting of costs to the capital budget due to lack of preventative maintenance
- Delays in making repairs impacting customer (student and staff) satisfaction
- Negative impact on recruitment of students when visiting campus
- Negative impact on retention of students impacted by regular disruption of services.

How has or can the agency address the issue or need in its current appropriation level?

Without additional funds, the increase in operating and maintenance costs will be borne by the internal reallocation of University resources – to the detriment of critical academic and business service functions.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

- No 
- Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: **Western Washington University**

Decision Package Code/Title: **Request for Inflationary Adjustments**

Budget Period: **2017-2019**

Budget Level: Maintenance Level M2-MC

Agency Recommendation Summary Text:

The cost of utility commodities: electricity, natural gas, water, sewer and storm water increases annually. Even as consumption is reduced through dedicated energy saving initiatives, the growth of per unit rates for these commodities exceeds the value of energy saved. Taking into account a historic 4% commodity inflation combined with demonstrated energy savings results, a 2% inflationary adjustment is requested. WWU estimates an additional \$80,000 in FY18 and \$163,200 in FY19 to maintain its utility budget.

For the past four fiscal years, the average annual rate of inflation based on the industry standard construction cost index is 2.41%. In order to maintain current levels of buying power, the \$1.2M Facilities Management Goods and Services budget (non-labor) will need an increase of \$28,920 in FY2017-18 and \$59,275 in FY2018-19.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$108,920	\$222,475	\$227,592	\$232,827
Total Cost	\$108,920	\$222,475	\$227,592	\$232,827
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$108,920	\$222,475	\$227,592	\$232,827
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$0	\$0	\$0	\$0
Obj. B	\$0	\$0	\$0	\$0
Obj. E	\$108,920	\$222,475	\$227,592	\$232,827
Obj. G	\$0	\$0	\$0	\$0
Total Cost – by Object	\$108,920	\$222,475	\$227,592	\$232,827

Package Description

Current commodity market conditions as well as pending rate increases indicate a rising inflationary environment going forward.

In addition, Western's \$3M energy savings performance contract financial model (ESCO) contained contractual agreements regarding estimated inflationary increase to energy commodities. Those assumptions are built into the loan payback schedule, and must obligations must be honored. It was estimated that commodity costs would increase by 4% per year, thus the annual loan repayment amount would also increase by 4% per year. Western's energy conservation efforts have offset much of that inflationary impact, resulting in a significantly reduced 2% requested increase.

Similarly, inflation has cut into the buying power of facilities maintenance dollars. For the five fiscal years FY2011 through FY2015, the average annual rate of inflation based on RS MEANS construction cost index is 2.41%. In order to ensure Facilities Management is able to maintain the current level of service to campus, Western is requesting annual inflationary adjustments to its goods and services budget.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

Not applicable.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Expenditure assumptions are based on historical trends, the industry standard construction cost index, and approved utility increases.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

Not applicable.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	Yes	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

Not applicable.

What alternatives were explored by the agency and why was this option chosen?

Not applicable.

What are the consequences of not funding this request?

If the goods and services budget does not receive inflationary adjustments, the buying power of that steady state budget is effectively reduced to 95% of current capability every biennium. Facilities Management will need to prioritize the maintenance needs and requests backlog in a manner that will result in:

- The deferment of critical preventative maintenance
- The subsequent shifting of costs to the capital budget due to lack of preventative maintenance
- Delays in making repairs impacting customer (student and staff) satisfaction
- Negative impact on recruitment of students when visiting campus
- Negative impact on retention of students impacted by regular disruption of services.

How has or can the agency address the issue or need in its current appropriation level?

Without additional funds, the increase in utility costs will be borne by the internal reallocation of University resources – to the detriment of critical academic and business service functions.

Other supporting materials: Please attach or reference any other supporting materials or information that will help analysts and policymakers understand and prioritize your request.

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No 

Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Critical Compensation Adjustments

Budget Period: 2017-2019

Budget Level: Performance Level PL-AA

Agency Recommendation Summary Text:

Higher education is a talent based 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 and staff. Western’s compensation programs’ objectives are designed to:

- Attract, retain, engage and motivate the talent that contributes to Western’s excellence;
- Provide compensation programs that are fair, equitable and transparent, and administered in a consistent, predictive and timely manner; and that can adapt to significant changes in the market and with the dynamics of the organization; and
- Assist employees in understanding how their position and performance plays a role in accomplishing Western’s objectives by encouraging open communication at all levels.

In order to maintain the excellence of Western, compensation remains our top priority. WWU requests funding in an amount equivalent to a 4.0% annual increase for all employees.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1	\$4,879,594	\$9,990,481	\$9,990,481	\$9,990,481
Total Cost	\$4,879,594	\$9,990,481	\$9,990,481	\$9,990,481

Package Description

This request includes funding an amount equivalent to a 4% per year increase for all employees. Actual increases will be dependent on the level of funding received, collective bargaining agreements and the implementation of the recently approved professional staff compensation plan.

Narrative Justification and Impact Statement:

Western Washington University continues to successfully serve the State of Washington with 15,000 students, 160 academic programs, and an energized, engaged campus community. Students at Western get an excellent education demonstrated by high levels on performance indicators such as high retention rates; high graduation rates; and employer satisfaction rates; as well as positive national recognition of their alma mater.

In 2016, as in years past, Western was the highest ranking public, master's-granting university in the Pacific Northwest, according to U.S. News & World Report. Since the first U.S. News rankings in 1987, Western has been highly rated in 27 of 29 years. Western also ranked second nationally in the recognition of institutions for the number of its graduates awarded Fulbright Fellowships in 2015. In its most recent ratings, the Survey of Earned Doctorates (SED) ranked Western 9th nationally among all masters-granting institutions, public and private, for the number of its undergraduates who went on to earn a research doctorate in the past decade. The SED is widely recognized as a key measure of university quality; a high ranking indicates that a university's undergraduate curriculum successfully prepares students for advanced study and research. A ranking of 9th places Western in the top 2% of all masters-granting institutions nationally.

In addition to being an excellent university in terms of the quality of education, Western has also received recent national recognition for operational efficiency (*U.S. News and World Report*), for being one of the "Best Values in Public Colleges and Universities" (*Kiplingers*), and for its community engagement activities. Western is the only public institution in the state to have been named to the President's Higher Education Community Service Honor Roll, that being with Distinction in each of the last three years. In 2014-15, Western ranked first in the nation among medium-sized universities for Peace Corps participation, the third straight year with this prestigious designation. Finally, Western is the only college or university in Washington on the U.S. Environmental Protection Agency's list of the nation's top 30 green energy purchasers in higher education, ranking in at number 19.

Western's first and foremost obligation to the State of Washington is to protect and continue this quality education to our students, and the commitment to applying considerable strengths to meeting the critical needs of the state. This commitment is demonstrated 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.

Higher education is a mission-driven and talent-based enterprise, competing in a national marketplace for most hires. Consequently, the ability to fulfill our mission – our commitment to Washington as a proudly

public university – and the ability to provide the highest quality instruction, research and services to students and other stakeholders requires competitive compensation to attract and retain the diverse talent necessary to maintain Western’s excellence. Salaries for faculty, administrators, and professional staff are measured using national compensation data provided by the College and University Personnel Association (CUPA). Compensation analysis shows that Western is lagging behind local, regional, and national salary comparisons. Western is facing a serious morale issue; employees continue to be asked to do more with less. A salary increase for all classifications of employees is needed to remain competitive in attracting and retaining high quality employees.

General Inflation and Other Cost of Living Concerns

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

Our analysis shows that, on average, the state has provided an average annual salary increase of .8% per year over the past seven years (FY 2010 through FY 2017) while the Seattle CPI has average 1.8%. During this same time period, the cost of living in Bellingham and surrounding areas has risen dramatically. Healthcare premiums for all of Western’s employees have increased significantly--in some instances, by well over 62%. Additionally, the Bellingham and Whatcom housing markets increased significantly, with housing costs increasing by over 20% over this period of time. Considering only the rise in healthcare premiums alone the state’s investment has been short by a wide margin over the last seven years in covering the annual increases in family health care premiums. Adequately covering inflationary costs is a first and critical step to improving salaries at Western.

Performance Measure detail:

Fully describe and quantify expected impacts on state residents and specific populations served.

Western provides excellent service to our students and to the State of Washington, as evidenced by high retention rates; high graduations rates; low time to degree; and number of students served. Not only is employee turnover expensive in monetary terms, time commitments required to fill most faculty and administrator vacancies require 9-12 months, and professional and classified staff range from 3-6 months, depending on the type of position. As workforce vacancies increase, there is a negative impact on our performance indicators as number of students served decreases and time to degree increases. To continue the excellent service to our students and to the State of Washington, we must continue to invest in our quality workforce. This investment will result in less employee turnover and reduced expenditures for recruitment costs to fill vacant positions.

Western’s key indicators of university quality remain high. Fall-to-fall retention for freshmen at Western dropped slightly to 82.6% in 2013 from 85.0% in 2011, but remains ranked second in the state behind the University of Washington, and is well above the national average of 80.0% at 4-year degree-granting institutions. Western’s six-year graduation rates have risen from 68.7% for the 2003 cohort to 71.5% for

the 2008 cohort, and remains well above the national average of 60.0%. Similarly, Western’s four-year graduation rate increased slightly from 35.5% for the 2003 cohort to 39.6% for the 2008 cohort.

Western is committed to increasing degree-production in high-employer demand programs and in critical areas of state needs. STEM programs and degrees are in high demand throughout the nation. 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 and staff will positively impact performance measures.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov’t impacts?	No	Identify:
Tribal gov’t impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	Yes	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:

Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

What are the consequences of not funding this request?

Western's ability to recruit and retain talent employees has been compromised over the years with the inability to adjust salaries to competitive wages. Investing in existing employees reduces turnover, sick leave, and healthcare costs, while increasing employee engagement, communication, wellness and workforce performance and productivity.

Another factor is the aging workforce at Western. Approximately 9% of Western's permanent workforce is eligible to retire. Projecting out five years, this number significantly increases to over 25%. Analyzing this further, these statistics become more concerning since the percentages are higher for administrators (17%) and faculty (26%) over this same time period; the two classifications of employees most sensitive to national competition. Competitive salaries position Western to attract, retain, and replace the employees necessary to achieve the mission of the university.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Competitive Compensation: Bargaining Unit A – WFSE Clerical.

Budget Period: 2017-2019

Budget Level: Performance Level

Agency Recommendation Summary Text:

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

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1				
Total Cost				

Package Description

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

Accordingly, the September 16, 2016, budget submission does not include Western’s request for funds necessary for 2017-2019 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2016, along with copies of the bargained and ratified agreement.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Competitive Compensation: Bargaining Unit B – WFSE Trades.

Budget Period: 2017-2019

Budget Level: Performance Level

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 Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1				
Total Cost				

Package Description

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

Accordingly, the September 16, 2016, budget submission does not include Western’s request for funds necessary for 2017-2019 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2016, along with copies of the bargained and ratified agreement.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Competitive Compensation: Bargaining Unit D – PSE Supervisory and Non Supervisory Units.

Budget Period: 2017-2019

Budget Level: Performance Level

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 Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1				
Total Cost				

Package Description

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

Accordingly, the September 16, 2016, budget submission does not include Western’s request for funds necessary for 2017-2019 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2016, along with copies of the bargained and ratified agreement.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Competitive Compensation: Bargaining Unit PTE – PSE Professional and Technical.

Budget Period: 2017-2019

Budget Level: Performance Level

Agency Recommendation Summary Text:

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

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1				
Total Cost				

Package Description

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

Accordingly, the September 16, 2016, budget submission does not include Western’s request for funds necessary for 2017-2019 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2016, along with copies of the bargained and ratified agreement.

2017-19 Biennium Budget Decision Package

Agency: Western Washington University

Decision Package Code/Title: Competitive Compensation: Bargaining Unit E – WFSE Supervisory Trades.

Budget Period: 2017-2019

Budget Level: Performance Level

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 Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1				
Total Cost				

Package Description

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

Accordingly, the September 16, 2016, budget submission does not include Western’s request for funds necessary for 2017-2019 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2016, along with copies of the bargained and ratified agreement.

2017-19 Biennium Budget Decision Package

Agency: 380-Western Washington University

Decision Package Code/Title: Investing in Student Success and Achievement

Budget Period: 2017-2019

Budget Level: Performance Level PL-AB

Agency Recommendation Summary Text:

According to the report, *Education Pays 2013: The Benefits of Higher Education for Individuals and Society*, the benefits of a college degree include greater earning power, greater likelihood of being employed and to receive health insurance and pension benefits from their employers, more active citizenship, healthier lifestyles, and increased opportunities to move up the socioeconomic ladder.

Western Washington University is well positioned to benefit employers and the state of Washington. Western recognizes the importance of positive, proactive and timely interventions for our students and has been a national leader using the Student Success Collaborative to tap into big data analytics and identify those students “off-path” for graduation and to engage them before the consequences are too impactful to persist.

As a publicly-purposed university, Western is committed to creating opportunities for students from a variety of backgrounds and experiences to be successful learners and increasing degree production. According to our calculations, for every term reduction in time to degree, the cost savings for one student equals \$2,153. Reducing time to degree by just one term for 500 students is an overall savings of more than \$1,000,000 for our students and helps address course access issues for the institution. Furthermore, the state benefits from a more educated citizenry able to serve the state’s workforce needs. The enclosed proposal builds on existing efforts through minimal investments that intentionally target core support programs that help ensure student success and are a clear return on investment for the state.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$1,698,996	\$1,688,157	\$1,726,909	\$1,766,552
Total Cost	\$1,698,996	\$1,688,157	\$1,726,909	\$1,766,552
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	21.66	21.66	21.66	21.66
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$1,107,199	\$1,140,415	\$1,166,645	\$1,193,478
Obj. B	\$341,279	\$346,638	\$354,610	\$362,766
Obj. E	\$220,518	\$171,104	\$174,964	\$178,912
Obj. G	\$30,000	\$30,000	\$30,690	\$31,396
Total Cost – by Object	\$1,698,996	\$1,688,157	\$1,726,909	\$1,766,552

Package Description

As Western requests additional state dollars to invest in support of higher education, we have listened carefully to the needs of the state. Western's priorities are focused on student success and achievement as measured by retention and graduation, and are aligned with the state of Washington's achievement measures. Western is already prepared to produce additional graduates in areas of high need such as engineering, nursing, science, pre-professional programs, computer science, and business while also ensuring quality in the liberal arts. However, the demographics of the state of Washington are changing with rapid growth of K-12 students within groups who have not typically enrolled in higher education. Many of these academically bright and capable students will require and deserve increased support necessary to provide mentoring, advising, and counseling that ensures their success.

Western is well positioned to serve incoming first generation, low income, and underrepresented students who are the state's future but faces critical challenges if students are to be successful and complete a college degree. These challenges are the result of many factors: known changes in high school demographics leading to an increasing student population who are academically bright and capable, but underprepared for the college environment; increasing student support needs (e.g., academic, disability-related); and an inadequate amount of resources to fully staff to the levels suggested by industry standards for a number of our service areas.

The Northwest Commission on Colleges and Universities (NWCCU), Western's accrediting Commission, also noted staffing concerns in their Year 3 evaluation. In their final evaluation report, they issued a revised recommendation that stated the following: "It is recommended that Western Washington University employ a sufficient number of qualified personnel to maintain its support and operational functions." As outlined in the year 3 NWCCU report, the division of Enrollment and Student Services took a cut of just more than 11% in staff (professional and classified combined) – the largest overall staff reduction across the institution. The size of the reduction was due to the need for reallocation to ensure core services.

Investment in supportive student personnel services, specifically advising and academic study skills, is highly correlated with retention and supported through more than 30 years of research by nationally recognized researcher Ernest Pascarella, and senior scientist Patrick Terenzini in their book *How College Affects Students*. From their findings, the key is in identifying the different touch points that exist and filling in the gaps.

Western is requesting an investment that is proven to work and is committed to measuring the success of all students. At the core of Western's concerns and priorities is the ability to provide quality academic advising, tutoring and retention services. This ability is currently overwhelmed by the increased demand on services. Specifically, Western intends to invest in:

- Student Advising/Outreach/Mentoring
- Academic Tutoring Support
- Mental Health Support
- disAbility Support for Students
- Destination Graduation

Student Advising

Staffing Levels

Western enrolls approximately 2800 new freshmen and 1200 new transfer students each year. To be on pace to graduate in a timely manner, transfer students should declare a major by their second quarter at Western and students who entered as freshmen should declare by the end of their sophomore year or when they've earned 90 credits. Delayed major declaration and excessive changes in major are among the most significant factors contributing to graduation delays. In general, approximately 1/4 of our new transfers are undeclared at the end of their second quarter and 70% of native freshmen are still undeclared at 90 credits.

Based on these figures and the support also provided to upper-class students, the Academic Advising Center and Student Outreach Services are faced with the challenge of providing advising support and facilitating timely major declaration for approximately 7000 students/year. It is well documented that Western's advising ratio (1:518) for undeclared students is much higher than that of industry standards (1:300-350) recommended by the National Academic Advising Association (NACADA).

Professional staff in the Academic Advising Center (AAC) and Student Outreach Services (SOS) are charged with providing advising support for first year and undeclared students at Western. SOS specifically focuses on the needs of under-represented students, first generation students, Pell-eligible students, and other special populations who would be identified as at-risk or marginalized.

Based on current staffing levels, Western utilizes a voluntary advising model with mandated advising enforced only for undeclared students reaching 105 credit completion. This model places the responsibility on the student to take the initiative to seek out advising when they need it. The reality, however, is that this approach leaves students free to self-advise which is problematic because left on their own students frequently make poorly informed choices in regard to course selection and majors, resulting in delays in degree completion. Moreover, students often don't realize or recognize too late that they are off track and need assistance.

Research of our own students reveals that freshmen students who used the advising center overall had 2.2% higher retention than non-users and the difference was even greater for first generation freshmen with a 7.4% retention difference between those who received advising and those who did not use the services. The importance of providing adequate advising support will become even more critical with shifting student demographics which indicate that Western will be enrolling students who are less well prepared for college level work and who will need greater support in order to engage in the campus community and take full advantage of the resources available to help them succeed. Evidence of this is already emerging with nearly 13% of this year's entering freshmen earning less than a 2.0 GPA their first quarter.

Western has already begun taking steps towards this issue through its use of the Student Success Collaborative (SSC). SSC is a data-analytics and advising platform designed to identify pathways to graduation and to achieve efficiency by focusing advising and support services to those most at risk for major declaration and degree completion. The tool enables SSC users to identify those students who are "off path" with the potential to intervene earlier, before academic tragedy occurs. While progress has been made with the use of the information SSC can provide, additional staffing is needed to utilize the data in a more proactive manner and to provide adequate staffing levels for appointment availability as a result of the outreach. Currently, students often have to schedule an appointment three or more weeks from the time of their request, a delay that can often result in the student not following through with the meeting.

Based on current advisor staffing levels, to bring Western's advising ratio in line with NACADA standards would require 6.5 additional advisors. This request for 4 additional academic advisors would improve advising ratios to 1:400.

Academic Tutoring Support

General Tutoring Needs

Analysis of Tutoring Center (TC) data looking at freshmen persistence from 2013 to 2014 indicates that students using the TC in their first year were retained at higher rates than freshmen students who did not. The same patterns of persistence were true for sub-categories of students including first generation, Pell-eligible and students of color. The retention difference between TC users and non-users was most noted for those students who were the least prepared academically – a difference of 11.8%. In addition, analysis of degree completion data for freshmen and Running Start students who attended Western from 2007 to 2009 reveals that students who use the TC have higher rates of 6-year completion (68.37%) than non-users (63.78%).

Demand for TC services has increased significantly in recent years with student visits jumping from 14,976 in 2007-08 to 43,231 in 2014-15 – a 189% increase. In that same timeframe, the TC increased student employee hours from 7,732 to 13,826 – a 79% increase. So while student visits to the TC have increased significantly, student tutoring hours have not increased at the same level of demand due to a lack of funding. Furthermore, changes in state work study fund availability have significantly reduced the number of student employees that fall into this work category. As an example in 2011-12, 1,937 student tutoring hours were covered by work study dollars whereas no tutors were on work study in 2014-15. The department has adapted its operations to utilize group tutoring methods wherever effective to meet increased demands but negative impacts such as longer waits for assistance and decreased time with tutors have still been unavoidable and have been frequently noted in comments on TC usage surveys.

Reasons for the growth include increased visibility, accessibility, and capacity due to a relocation to Wilson Library Commons, rising enrollment in science and math courses the TC supports, greater collaboration with academic departments, and closure of the Physics Help Center. Freshmen are heavy users of the TC with more than 40% of all freshmen using the TC. Changing student demographics have likely also contributed to the growth in demand. First generation students, Pell eligible, and students of color make up a larger percentage of the TC patron population than they do of the total WWU student population.

The pattern of growth rates and the changing demographics of Western suggest that demands for services in this area can only be assumed to increase. If we are to mitigate the negative impacts of this rapid growth and meet the expected rise in demand, hiring more peer tutors is both an effective, low-cost method for providing students with the tools and academic support they need and creating employment opportunities for other students that reinforce their own learning and give them an opportunity to share that learning with their peers. Increased staff resources, including a classified support position, would also allow the Tutoring Center to improve outreach to students, enhance support for students making the transition from high school to college, and enrich tutor training activities.

Addressing the Challenges of Math

The link between problems with college-level math and retention and graduation is well recognized at a national level. A 2009 study by the Institute for Higher Education Leadership and Policy found that successful completion of a first-year math course, among other factors, increases the probability of re-enrolling and reduces the chances of student "transfer, stop out or drop out". In alignment with this information, it is well known that one of the major barriers to student success is the struggle many students have with our entry-level math courses, particularly Math 112 and 114.

In recognition of students' poor performance in these two classes, faculty and staff from Academic Affairs and Enrollment and Student Service partnered in June 2014 to develop a proposal titled ***Catalyzing Achievement*** for the Department of Education's First in the World (FITW) grant competition. The proposal focused on two major objectives: 1) transforming the way entry-level mathematics is taught at Western via curricular and pedagogical reform, and 2) providing additional supports for under-prepared students with a focus on developing the ability to apply math in a conceptual manner and boosting students' confidence in their potential to succeed in math and at the university.

While the grant proposal was not funded, the work that went into it has inspired efforts to improve outcomes in entry level math at Western. In the 2015-16 budget process one-time institutional funds were made available to support a faculty team tasked with revising the Math 112 curriculum and piloting tutor-led study groups in the residence halls for students in Math 107, the latter an initiative designed to address the fact that students in Math 107 are typically less likely to go to the Tutoring Center for help than students in Math 112 and 114.

This proposal is reflective of the expanding collaborative partnership between the Math Department and Tutoring Center to support student success in entry-level math. The Math Department has obtained additional funding to continue their work on curricular reform. Funds in this package are requested to create a part-time Math Liaison position to be filled by a Math Department faculty member in order to optimize collaboration between the Math Department and Tutoring Center. It also includes a request for funding to support tutor-led math study groups in the residence halls.

Math Liaison

Support for math courses accounts for more than half of the Tutoring Center's service with Math 112 and 114 courses having the highest demand for tutoring and historically high percentages of students earning D's, F's or W's and thereby more likely to go onto low academic standing status and be at risk for retention. The creation of the Math Liaison role will help to ensure that the Tutoring Center's support for entry-level math courses is carefully articulated with the instruction students receive in their classes. To provide effective academic support, tutors need access to accurate and timely information about the content and pedagogy of math courses. The Math Liaison would provide this vital link by connecting with math instructors on a weekly basis and collecting up-to-date course information which would then be summarized in written documentation to be shared with Tutoring Center staff. This information would first be shared and discussed with the Lead Math Tutors in weekly meetings and then disseminated to the rest of the tutoring staff. The Math Liaison would support the Lead Math Tutors in conducting weekly math review sessions for the tutoring staff, providing feedback and suggestions to help them improve the quality of these sessions. The Math Liaison would also regularly observe the Math 112 and 114 study groups and conduct quarterly meetings with the study group leaders to offer feedback and suggestions to increase their effectiveness. In addition to these activities the Math Liaison would assist with the training of new tutors at the start of each academic year.

Residence Hall Study Groups for Math 112 and 114

This proposal also includes funding to provide tutor-led Math 112 and Math 114 study groups in the residence halls. Each quarter there would be four study groups for each course with the study groups meeting twice a week. As stated above these sessions would be regularly observed by the Math Liaison in order to provide the study group leaders with feedback and instruction.

Mental Health

Concerns about the mental state of college students today is well documented in the literature and from data collected on our own students here at Western. The Chronicle of Higher Education, in a recent series of articles on *"The Anguished Student"* cites studies indicating that (1) 25% of current college students live with a diagnosable mental illness, (2) more students are arriving at college with a history of mental illness, including major disorders, and (3) 25% of students seeking services are taking psychotropic medicine. A study recently released by the JED Foundation and the Steve Fund and summarized in the Western Front article entitled *"Study calls for more accessible mental health services"* points to the need for improved mental health services for students of color, citing the following data: (1) "Caucasian students are 12 percent more likely than African-American students to feel more emotionally prepared than their peers", (2) "that African-American students and Hispanic students are more likely to say it seems like everyone has college figured out but them", and (3) "students of color are 14 percent more likely to say they keep the difficulties of college to themselves, and less likely to report having been diagnosed or treated for things like anxiety, depression, and self-harm."

Data from the National College Health Assessment survey clearly shows Western students reporting stress, anxiety, and depression as major contributors to interference with academic success. This mirrors research from UCLA's Higher Education Research Institute which reported in 2014 the lowest level of emotional health in college freshmen in the 29 years the survey has been administered. And in a survey conducted by Western's Office of Survey Research of non-returning students who left in good academic standing, results revealed that personal health/mental health were cited among the top three reasons for leaving Western.

Western's Counseling Center (CC), Student Health Center (SHC), disAbility Resources for Students Office (DRS), and the Dean of Students' Network Team (a team organized to share information and coordinate efforts to support and assist students in crisis, including students engaged in harmful or disruptive behaviors) have all experienced a substantial increase in students seeking and/or needing clinical and support services for mental and behavioral health needs.

Below are examples to illustrate the change in service demands and the changing nature of the severity of mental health needs at Western:

- In 2010-11, the Counseling Center had a total of 1,209 unique clients. That number has grown to 1,433 in 2014-15 - an 18.5% increase with no changes in staffing levels.
- This increase in the number of unique clients in the Counseling Center has created a demand for appointments that exceeds counselor capacity, resulting in a waitlist for assessments. Efforts have already been made to try to serve more students by implementing a "brief and focused" model of individual counseling, offering more group sessions and relying on a greater use of therapists in the community.
- In 2014-15, the average number of new mental health referrals per week at the Student Health Center was 22 – twice the number of just three years before. This winter quarter, the average number is 36.
- The increased demand for professional staff to respond to, monitor, treat and accommodate distressed students with psychiatric diagnoses has roughly doubled at WWU in the past five years.
 - disAbility Resources for Students has seen a marked increase in both the total number of students they service and in the percentage of cases that involve a mental health-related diagnosis. In 2009-2010, the office was serving 575 students of which 183 (31.83%) were mental health-related. In 2014-15, those figures were 1,004 and 440 (43.82%) respectively.
 - The severity and acuity of student illnesses has also had an impact in our local community as the number of students sent to the local emergency room or hospitalized for a mental health

evaluation has increased 150% in five years from 60 students annually to 150 in the 2014-15 academic year.

Addressing the Problem

It has long been documented that students' ability to cope is a critical factor in student retention (Eaton & Bean, 1995) and research clearly demonstrates that students are retained at rates higher than the general student population if they attend counseling. Access to Counseling and Health Services is critical to the foundational support needed for students to cope.

Staffing investments must be made if Western is to address both the mental health treatment needs of students and provide more positive mental health promotion for all students. Prevention efforts and timely intervention will translate into increased student success and retention.

This investment is based on best practices and research committed to the mental health and emotional wellbeing of our students. Specifically, Western intends to invest the funds in the following areas:

- **Counseling Center/Student Health staffing:** improved timely access to mental/behavioral health services including increased psychiatric services that can identify and provide intervention which considers propensity for violence against self and others and additional staff to address staff to student ratios relevant to Counseling Center accreditation and to ensure adequate care levels.
- **Case Management:** Establish a mechanism of coordinated and integrated wraparound services through a Case Manager position who would serve the University and individual students by arranging, coordinating, monitoring, evaluating, and advocating for students who are identified and in need of support in any one of the identified units (CC, SHC, DRS, and Dean of Students unit).
- **Comprehensive Mental Health Promotion:** Conduct earlier outreach through a comprehensive mental health promotion plan that collaborates with multiple support services and academic departments to integrate existing suicide prevention efforts with new violence prevention programming that is focused on the developmental needs of our students and which enables students to acquire new knowledge, skills and behaviors.

Staffing Shortfalls:

All Universities are mandated by Federal/Office of Civil Rights regulations to provide equal access and accommodate the needs of students with mental health disabilities. Our current staff and space resources are inadequate to provide the necessary higher levels of treatment, case management and monitoring of these struggling students, including suicidal individuals who wish to remain in classes and live on campus despite recent suicide threats or attempts, as well as students with unstable mood disorders, eating disorders and psychosis. These students often need additional clinical supervision and case management support in order to remain safe in a high stress academic environment. In a community with limited mental health services, the only option is to provide those services on campus.

At current staffing levels, the increase in mental health needs, the acuity of symptoms, and the severity of the social and community issues have left service areas unable to keep up with the increasing demand for timely and responsive services. Staff levels are not sufficient for the size of our student enrollment or for recommended minimum ratios of 1:1500 from the International Association of Counseling Services (IACS), the Counseling Center's accrediting body. Western's fall quarter 2015 ratios were 1:1704. To meet Counseling Center accreditation standards and continue to effectively meet the needs of a growing percentage of the student body utilizing counseling services the CC would benefit from the addition of 4

new mental health positions. With additional staffing, the ratio would improve to 1:1250 and enable the staff to meet the demands of high utilization.

In addition, Western has experienced significant difficulty in recruiting but more importantly retaining qualified mental health professionals and psychiatrists at WWU. This situation is largely influenced by the local market where there is a high demand for local practitioners resulting in many of Western's practitioners leaving for private practice in the community with a ready source of clients and more reasonable work load/patient volume and time to devote to the level of counseling care that these professionals were trained to provide. There is also a regional psychiatrist shortage that has resulted in upwards of 3 months to be seen for psychiatric medication management in the community. At Western, the need for a psychiatrist is critical as currently over 1500 students – approximately 10% of the campus student population – is in need of that level of care.

Additional staffing will allow our staff to provide more timely access to initial assessments and behavioral health evaluations and increase our clinical capacity to provide more individual, group-based counseling, and psycho-educational workshops to a larger number of students who present for our services. Additional staffing will also allow more targeted outreach to student populations who are traditionally under-represented and underserved by mental/behavioral health and support services with emphasis placed on students of color, veterans, first generation students, and students who identify as queer.

Coordinated Case-management Services:

The growth of mental health needs on campuses has directly correlated with the need to develop an integrated approach to address distressed and/or distressing students. As a whole, higher education has acknowledged the necessity of bridging the gap between individual students, on- and off-campus services, and the internal processes in the campus community. In response to this, institutions began considering ways to provide support to this growing population and to track struggling students systematically leading to a case manager approach.

Universities must have a system that links distressed students to appropriate medical and counseling services either on or off campus, and to balance the individual's rights with the rights of all others for safety. Currently 23% of college and university campuses now employ case managers. These individuals are positioned in a variety of college service settings that include Counseling Centers, Dean of Students offices, Student Health Centers, and/or disability resource centers.

In general, case managers serve the University and individual students by arranging, coordinating, monitoring, evaluating, and advocating for students who are identified and in need of assistance. A case manager is necessary to monitor students in crises, work directly with students to insure compliance with care recommendations and requirements, and provide outreach to students who have sought assistance through the leave of absence or hardship withdrawal processes. Case managers also communicate with campus administrators and on- and off-campus service providers on student issues, including mental health hospitalizations and other high-risk student situations.

As noted earlier, there has been a significant increase in the number of students evaluated and/or admitted to the local hospital with mental health diagnoses which are of a more serious nature. These students often cause disruption for other students due to the nature of their diagnoses and require extensive follow up and case management to ensure that the student continues to access resources and follows their prescribed treatment plans. With proper case management and attention to following their treatment plans, students are better able to be purposefully engaged in their academic work, in campus life and to be successful. Without managed and coordinated care, instead these students become a

retention and graduation risk or worse go untreated and face more severe consequences (e.g. homelessness, a dependency on community resources, law enforcement issues, a threat of harm to self and/or others).

Over the past two years, Western has added case managers to the Counseling Center and the Dean of Students/Office of Student Life. However, with the growing mental health needs staff are facing in the disAbility Resources office a third case manager is needed.

Comprehensive Mental Health Promotion: The Connection between Emotional Health and Violence:

Since the shooting massacre at Virginia Tech in 2007, concerns about mental health and violence and emergency preparedness for incidents of this nature have been a topic on college campuses throughout the country. Closer to home, we have felt the impact of similar incidents with shootings in recent years at Marysville High School, Seattle Pacific University, and Umpqua Community College.

In the aftermath of these school based tragedies, there has been a heightened awareness of the relationship that exists between mental health and campus violence. As colleges and universities work to create or expand programs and policies to prevent violence on their campuses, it is imperative to understand the link between mental health and violence prevention and how this knowledge can improve the overall well-being of the campus community. Research demonstrates a high correlation between suicide and mental illness, 90% of all people who die by suicide have diagnosable mental illness at the time of their death. Research is emerging that mental illness also plays a role in many mass killings. However, creating programs solely to prevent violent behavior by addressing mental health might worsen the stigma and prevent students from seeking help.

Evidence based practices on violence prevention, suicide prevention, and mental health promotion suggest the need for a coordinated approach that addresses all 3 components and which emphasizes an upstream approach via awareness and educational campaigns that engage bystanders in identifying those most at risk for self-harm or harm towards others so that proper and timely intervention can occur.

Funds are requested to create a Violence Prevention Specialist position, to fund educational campaign needs, and the continued implementation of Kognito - a bystander intervention training program that is currently supported through grant and limited Foundation funds. Kognito is widely recognized as a best practice, evidence-based program by the national Suicide Prevention Resource Center.

disAbility Resources for Students – DRS

Since 2009, DRS has experienced an 89.6% growth in the number of students (575 students in 2009-10 to 1004 students in 2014-15) qualified for accommodation services with a staffing level that has not increased with this growth. Direct service staff includes two full-time accommodation counselors and a full-time Assistant Director, who provides both direct service and daily administrative management. The Director of DRS is also Western's Registrar and Director of Veteran Affairs putting a strain on the office.

Students with disabilities add to Western's rich diversity landscape and contribute significantly to institutional outcomes in both academic and community service programs. National research has clearly documented the critical value of degree completion with employability and wellbeing of people with disabilities and Western graduates with disabilities have proven this to be true within the State of Washington having achieved successful career and community leadership positions as well as completion of advanced and professional degrees.

The current counselor to student ratio and space allocation was aligned with a service population of about 450 students. Staffing levels must be improved to maximize availability of counselors for accommodations and services. The location of the services is also of concern as it is seriously inadequate in size, particularly strained during times of heavy test taking, and not best suited for accessibility for those with a mobility impairment.

As growth continues, responsiveness, timely compliance and DRS's ability to partner with institutional stakeholders is at risk. At the core of this matter is the potential harm to the University's reputation and our ability to serve this group of students – a service for which we have regularly received high praise from students and their family members and for which we have historically had strong retention and graduation rates.

Western has already committed funds to bring both accommodation counselors from part-time to full-time status to help address demands for services. An additional Accommodations Counselor is requested to be responsible for alternative text services and adaptive technologies to serve our more technically sophisticated academic environment.

Destination Graduation – An Opportunity for Degree Completion for Former Students

In 2007, Western Washington University launched Destination Graduation with a one year, \$75,000 grant from the College Spark Foundation. Destination Graduation was a program designed to (1) provide outreach and intervention to students who left Western in good academic standing prior to degree completion and (2) help them find solutions that enable their return to the university.

The specific target population for this program was students, who prior to leaving within the 10 years preceding the grant, had successfully completed at least 140 credits. Degree completion at Western requires the successful completion of 180 or more credits, with a minimum of 45 credits accumulated at Western. In addition, a student must be registered for at least one Western course in the quarter in which their degree is to be awarded. The residency rule or the minimum 45 credit rule have, on occasion, been waived but only in circumstance where the decision to waive only applies to one rule or the other but not both.

Destination Graduation was intended to help remove the obstacles and barriers preventing these students from realizing their dream of a college education. Destination Graduation had an emphasis on simplifying the process for these students to return and allowing them to concentrate on their studies by providing graduation and application assistance in the form of fee waivers for those financially-qualified; personalized academic advising; and financial aid resources and scholarship assistance.

During the time period the program was being offered, 229 students re-enrolled and 181 graduated from Western. According to recent data figures from Western's Office of Institutional Research (OIR) there continues to be a high number of students (855 dating back to fall 2009 enrollment) who have not completed their degree elsewhere and could benefit from this type of program. The majority of these students left the institution in good academic standing (66.3%) and therefore are not blocked from re-admittance due to academic reasons.

With ongoing support, Destination Graduation could be re-introduced at Western with the possibility of replication at all of the state's public baccalaureate institutions. In order to re-introduce this effort, funds would be needed to support a full-time Academic Support Coordinator and two hourly student workers to assist with the project. Staff functions would include student outreach and recruitment, budget reconciliation, and academic advising. In addition, a Financial Aid Counselor (25% time) is needed to

provide personalized assistance with financial aid advising. Other funding needs would be required for communication with students (phone and mailings) and general office supplies.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

The division of Enrollment and Student Services has approximately 23 state funded FTE and 8 self-sustaining funded FTE (primarily from student fees) who provide direct support services in the areas of this Student Success decision package. Most staff are in Advising and Student Outreach (14) and in Mental Health (13.5) where our service ratios are still well below industry standards/recommendations and where we have had the most difficulty with our capacity to meet the current demand. The institution has internally reallocated funding to these areas in the past several years given the growth in demand, yet the staffing levels are simply inadequate for the changing demographics and increased mental health issues of today's students.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

Student Success Request by Area			
Student Advising/Outreach/Mentoring			
	FTE	2017-18	2018-19
Academic Advisors - Student Outreach and Academic Advising	4.00	\$ 255,942	\$ 262,267
General Supplies		\$ 4,000	\$ 4,000
Equipment		\$ 14,000	\$ -
Staff Development/Travel		\$ 10,000	\$ 10,000
Total	4.00	\$ 283,942	\$ 276,267
Academic Tutoring Support			
	FTE	2017-18	2018-19
Math Faculty Liaison Release Time	0.33	\$ 28,783	\$ 29,641
Tutoring Center Office Assistant 3	1.00	\$ 48,466	\$ 49,582
Peer Advisors/Student Tutors	6.00	\$ 164,923	\$ 169,772
Tutors for Math 112 & 114 Residence Hall Study Groups	0.92	\$ 25,373	\$ 26,119
General Supplies		\$ 3,000	\$ 3,000
Equipment		\$ 3,500	\$ -
Staff Development/Travel		\$ 2,500	\$ 2,500
Total	8.25	\$ 276,545	\$ 280,614
Mental Health Support			
	FTE	2017-18	2018-19
Psychologist 1	1.00	\$ 97,950	\$ 100,550
Psychologist 2	1.00	\$ 107,855	\$ 110,752
Mental Health Counselor	2.00	\$ 145,526	\$ 149,215
Case Manager (dRS)/Community Liaison	1.00	\$ 70,091	\$ 71,855
Violence Prevention Specialist (Master's level)	1.00	\$ 56,919	\$ 58,289
Psychiatrist	1.00	\$ 264,806	\$ 272,412
General Supplies		\$ 1,000	\$ 1,000
Equipment		\$ 21,000	\$ -
Staff Development/Travel		\$ 15,000	\$ 15,000
Educational Funding for Suicide/Violence Prevention		\$ 6,000	\$ 6,000
Kognito		\$ 25,000	\$ 25,000
Total	7.00	\$ 811,147	\$ 810,073
disAbility Support for Students			
	FTE	2017-18	2018-19
Accommodations Counselor to Address Alternative Text & Adaptive Technologies	1.00	\$ 73,906	\$ 75,785
General Supplies		\$ 1,000	\$ 1,000
Equipment		\$ 3,500	\$ -
Staff Development/Travel		\$ 2,500	\$ 2,500
Total	1.00	\$ 80,906	\$ 79,285
Destination Graduation			
	FTE	2017-18	2018-19
Academic Support Coordinator	1.00	\$ 63,986	\$ 65,567
Financial Aid Counselor	0.25	\$ 12,237	\$ 12,600
Student Staff	1.15	\$ 31,716	\$ 32,648
General Office Supplies/Phone/Printing		\$ 3,000	\$ 3,000
Equipment		\$ 10,500	\$ -
Total	2.40	\$ 121,439	\$ 113,815
	FTE	2017-18	2018-19
Total	22.65	\$ 1,573,979	\$ 1,560,054
Indirect Costs		\$ 125,018	\$ 128,104
		\$ 1,698,997	\$ 1,688,158

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

Through targeted investment, the following performance measures will be positively impacted:

- (1) Retention and 4-year and 6-year graduation rates of all students; including first generation, low-income, and other underrepresented students
- (2) Total number of Bachelor's degrees awarded
- (3) Number of Bachelor's degrees awarded to Pell grant eligible recipients
- (4) Improve the overall health and safety of the campus by increasing clinical capacity

Specific anticipated outcomes of this proposal include:

- Improvements in retention rates (aggregated by at-risk sub-population)
- Improvements in graduation rates (aggregated by at-risk sub-population)
- Earlier outreach to students with academic and/or personal needs
- Positive impacts on time to declaration of major and time to degree
- Improvements in math performance in entry level classes (Math 112 and Math 114)
- Reduction in student wait times to access mental/behavioral health services on campus
- Improvements in retention rates of professional staff in mental health service areas on campus

Performance Measure detail:

Outcomes will be measured utilizing a variety of data points:

- Enrollment Data: #/% of students enrolled (yield) - overall and by cohort
- Utilization and Effectiveness of Services: service contacts, student surveys (WELS, NSSE); departmental assessments of retention
- Excess Credits: % of students graduating with excess credits
- Major Declaration: average completed credits at declaration of major, # of major changes, # of 105 registration holds, timing of major changes
- Academic Performance: Student GPAs and scholastic standing
- Retention and Graduation Rates: overall and by sub-populations
- D/F/W rates in Math 112 and Math 114
- Course repeat #s for Math 112 and Math 114
- Staffing ratio: # of mental health clinicians to student enrollment
- Timely access: amount of time to access mental health services from first point of contact
- Utilization Rates for Counseling Center and Student Health Center: service contacts, # of students accessing services
- Retention and Graduation Rates for students who access CC, SHC and disAbility Resources for Students
- Retention rates and satisfaction of professional mental health employees

Fully describe and quantify expected impacts on state residents and specific populations served.

As mentioned in the summary text, the benefits of a college degree are well documented. Based on our calculations examining time to degree and average cost – every term reduced in time to degree is a savings of \$2,153 to a student. For every 500 students impacted by this decision package, their total savings is just over \$1,000,000. In addition, we know from our own employment surveys that more than 70% of Western graduates remain in the state for work upon degree completion.

For students, reducing time to degree saves them in overall costs for their education, reduces the amount of loan debt incurred, and allows them to enter the workforce more quickly - getting an earlier start on their career path. In regards to serving the needs of the state, this package provides a variety of benefits that include serving Washington’s needs to enhance the workforce with college prepared graduates, especially in high demand fields; the capacity to contribute more to the state’s economy by keeping graduates local; and more contributions by graduates to local economies if loan debt is kept to a minimum. Furthermore, the continued infusion of college graduates in our communities continues to create expectations for all residents that a college degree is both attainable and desirable with the intended outcome that more residents of the state will consider a higher education degree.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov’t impacts?	No	Identify:
Tribal gov’t impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:

Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

What alternatives were explored by the agency and why was this option chosen?

Over the past seven years Western, along with other institutions, has faced a number of budget reductions. In response, Western employed a number of strategies in the service areas mentioned in this proposal to compensate for staffing shortfalls and space concerns and to ensure that students continue to receive the level of service expected. Despite our efforts, we simply cannot meet the increasing demand in these areas that are critical to our enrollment. We are experiencing a rising number of service complaints from students and/or their families which is likely to have a negative effect on our institution's reputation and retention figures. There are simply no other alternatives to consider at this point. Western has reached a critical state when it comes to this matter.

What are the consequences of not funding this request?

A key Results Washington priority is revitalizing Washington's economy and building a 21st century workforce, creating an economic climate where innovation and entrepreneurship can continue to thrive. It has already been recognized that in order to do this, there must be a strong commitment to education and ensuring that investments get results. Western has a proven record in achieving an exceptional return on investment.

Western is eager to serve the state, but has been stretched beyond institutional capability due to increased demand for services. Key indicators of retention and graduation have been historically high for Western, and while still high in comparison to our peers, the numbers are starting to show the need for reinvestment by the state. Six-year graduation rates have been improving over the past few years (2009 cohort was at 72%) but fall-to-fall retention for freshmen has declined from 83.4% in fall 2007 to 82.3% in fall 2014 and is projected to decline again unless additional investments are made.

Without additional funds to increase staffing and support to provide ongoing assistance to a changing student population and to address the mental health demands of our students Western is very likely to see continued drops in retention and graduation rates and faces additional criticisms during accreditation review processes – both institutional accreditation and Counseling Center accreditation.

How has or can the agency address the issue or need in its current appropriation level?

Western has committed internal rebasing funds to provide some relief in the aforementioned service areas; however, there are not adequate institutional resources to meet Western's full needs in this area while also protecting the core academic mission of the university.

This decision package is a targeted investment in the continued commitment to provide a quality educational experience and successfully prepare students of the State of Washington to engage as active citizens in the workforce and contribute to the state's economy.

2017-19 Biennium Budget Decision Package

Agency: 380-Western Washington University

Decision Package Code/Title: A Comprehensive Approach to Enhancing Equity, Inclusion and Diversity

Budget Period: 2017-2019

Budget Level: Performance Level PL-AC

Agency Recommendation Summary Text:

Western has made a strong commitment to addressing equity and inclusion on campus and to diversifying the campus to be more reflective of the changing demographics of our state. Those efforts have resulted in an increase in the total number of underrepresented racial and ethnic minority students present on campus. Despite these efforts, Western currently enrolls fewer diverse students than other public universities in the State of Washington. Data from the OFM Dashboard (2014-15) shows that only 26% of students at Western are from underrepresented racial backgrounds versus a range from 32% - 57% at other state universities.

Western’s ability to meet the state’s need for access to higher education for underrepresented students is dependent on the investment in programs which ensure a culturally welcoming and supportive academic environment. This request addresses three broad areas – multicultural services, diverse educational experiences, and partnerships - which best fit Western’s mission of “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” and prepare our graduates to become culturally responsive citizens of the state.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$1,197,850	\$1,194,943	\$1,222,311	\$1,250,310
Total Cost	\$1,197,850	\$1,194,943	\$1,222,311	\$1,250,310
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	12.14	12.14	12.14	12.14
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$588,772	\$608,555	\$622,551	\$636,871
Obj. B	\$204,793	\$208,244	\$213,034	\$217,933
Obj. E	\$364,285	\$338,144	\$345,806	\$353,645
Obj. G	\$40,000	\$40,000	\$40,920	\$41,861
Total Cost – by Object	\$1,197,850	\$1,194,943	\$1,222,311	\$1,250,310

Package Description

The changing demographic in the state of Washington includes increased ethnic, religious, cultural, and gender diversity among college age students who seek to enroll in higher education institutions where the intellectual, social, and cultural environments reflect understanding of the experiences they bring to the University. This requires re-tooling to create a more multi-cultural, inclusive, equitable, and supportive environment.

This request is based on a comprehensive service model articulated in a 2011 study conducted by the Education Advisory Board – a national research firm supporting higher education. This decision package outlines the following areas:

- **Multicultural Services** - to create a welcoming and interactive climate as well as educating the campus on issues of diversity. This includes diversification in hiring and important understanding of skills needed for professionals in serving diverse populations.
- **Diverse Educational Experiences** – to develop curricular and pedagogical support in areas of research and faculty development as well as support for strategic planning.

MULTICULTURAL SERVICES

Multicultural services are critical to the University's ability to ensure students are able to succeed on campus within a socially and environmentally welcoming academic environment.

Western has a large number of existing events, many of which are sponsored by student clubs and organizations; however, the administrative support needed to coordinate and maximize these events does not exist. The result has been isolated programming with inconsistent planning of events. Western has also experienced some difficult campus climate issues which has impacted some students' ability to feel welcomed and supported.

Western has made financial commitments to the improvement of space and location for students from underrepresented groups to gather and create community and a sense of belonging. Space alone will not adequately create the environment Western strives for. Providing leadership is critical to coordination of services and continuity in developing a culturally rich campus environment.

Western requests the following new staff positions to improve multicultural services on campus:

- **Academic Support Coordinator** to facilitate cross departmental planning and coordination of services to maximize the links between recruitment, orientation, social and educational programming for students
- **Admissions Counselor** to conduct targeted outreach and recruitment to diverse communities and prospective students
- **Tribal Liaison** to improve outreach and focus on relationships with tribal communities to increase Western's ability to recognize the unique needs of American Indian/Alaskan Native students and to partner for future programs

- **Multicultural Leadership Liaison** to enact a strategic approach to campus activities and events for students, faculty, and staff that reflect the experiences of diverse social-cultural groups and to collaborate with other leaders with regard to strategic planning on equity, inclusion, and diversity
- **LGBT/Queer Support Coordinator** to focus on specific student groups whose marginalized identities have made them particularly vulnerable in the college student environment, with particular focus on LGBT/Queer, SOC (students of color), undocumented students, and disAbilities communities

DIVERSE EDUCATIONAL EXPERIENCES

The educational experience provided in Western’s classrooms and in scholarly research needs to reflect the rich heritage and cultural context of the students who attend the University. This must be a conscious process supported through embedding diversity within the curriculum and scholarly work of the University. In order to achieve this goal the University needs investment in support for faculty to retool curricular materials and styles of teaching.

Western requests the following new staff positions to improve diverse educational experiences on campus:

- **Student Research Assistant** to conduct assessment and research which demonstrates best practices in teaching and learning for underrepresented and diverse students
- **Faculty Support Coordinator** to provide resources and materials for faculty to retool the teaching and research within a diverse environment and to ensure coordination of departmental diversity efforts across the campus
- **Student Peer Mentors** to increase student mentors for underrepresented students, following the successful Compass to Campus model

PARTNERSHIPS WITH EXTERNAL COMMUNITIES

The University exists within a larger community within the state. Success in diversity requires partnerships outside of the University as has been demonstrated by Compass to Campus, Western’s well recognized partnership with middle and high school systems in mentoring low income first generation students.

The specific plan includes the following elements for building partnerships:

- Create a tribal liaison position to develop MOU’s and partnerships that increase the University’s capacity to reach and serve American Indian/Alaskan Native students
- Engage the local community in welcoming and supporting the needs of diverse students
- Invite and include the local community in diversity related events
- Create public and visible web pages and partnerships in which the commitment to equity and diversity is a shared town/gown relationship

- Provide specific community outreach with support for transportation access for diverse high school students interested in attending Western with planned programs and summer weekend programs for exploration of college

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service. Please include annual expenditures and FTEs by fund and activity (or provide working models or backup materials containing this information).

Currently, much of the co-curricular activity supporting diversity, inclusion and equity is planned and created by departments and student clubs without the benefit of a campus-wide strategic approach.

State funding in this area is limited to investment in faculty/staff professional development and some support dollars across a variety of areas. The current state investment is likely the equivalent of approximately two positions. This includes an Employment Inclusion Manager in Human Resources and portions of other positions that have some leadership or oversight of areas with multicultural focus.

The Associated Students – through funding from the Student Activities & Services Fee provides some student support via its resource centers and clubs. Examples include the Ethnic Student Center and various Resource & Outreach Programs including the Queer Resource Center, the Disability Outreach Center and the Social Issues Resource Center. These are primarily staffed with student positions with limited staff support and general oversight by administrative staff in the Viking Union/Student Activities Department.

Other student service offices have targeted efforts to diversify staff and students and to strengthen diversity, equity and inclusion programs that support students and provide educational opportunities. Examples include: Admissions (targeted recruitment, Counseling & Student Health (services for specific populations), Financial Aid (liaison work and special scholarships), Dean of Students Office(cultural competence training), New Student Services/Family Outreach (family weekend collaborations), Prevention and Wellness (inclusivity and ally education), Student Outreach Services (targeted support and mentoring) University Residences (educational programs, community building). While these are important efforts, the University lacks the staffing and program dollars to advance diversity, equity and inclusion education and support at the level critically needed today.

Decision Package expenditure, FTE and revenue assumptions, calculations and details: Agencies must clearly articulate the workload or policy assumptions used in calculating expenditure and revenue changes proposed.

Equity, Inclusion and Diversity Request			
Multicultural Center & Ethnic Studies			
	FTE	2017-18	2018-19
Faculty Support: Educational Experiences	0.50	\$ 55,223	\$ 56,550
Multicultural Leadership Role	1.00	\$ 176,366	\$ 181,319
Tribal Liaison	1.00	\$ 117,406	\$ 120,590
LGBT/Queer Support	1.00	\$ 99,718	\$ 102,372
Student Outreach Services - Academic Support Coordinator	1.00	\$ 63,985	\$ 65,566
Admissions Counselor for Targeted Recruitment	1.00	\$ 62,809	\$ 64,355
Support Staff - Program Coordinator	1.00	\$ 53,311	\$ 55,413
Support Staff - Communication Consultant	1.00	\$ 53,311	\$ 55,413
Support Staff Minority Employee Council	1.00	\$ 53,311	\$ 55,413
Research Asst: Curriculum Assessment	0.76	\$ 17,686	\$ 18,204
Peer Mentors	2.88	\$ 40,439	\$ 41,604
Supplies and Materials		\$ 8,000	\$ 8,000
Equipment		\$ 28,000	\$ -
Programmatic Assessment		\$ 10,000	\$ 10,000
Faculty Senate Social Justice Committee: Faculty Professional Dvlpt		\$ 50,000	\$ 50,000
Equity Alliance: Administration/WWU Foundation Professional Dvlpt (Presenter)		\$ 20,000	\$ 20,000
Equity Alliance: Operational Funding (Phone, copy, travel, programming etc)		\$ 35,000	\$ 35,000
Office of the Special Assistant to the President on Diversity		\$ 50,000	\$ 50,000
MEC annual funding		\$ 15,000	\$ 15,000
LGBTQ Resource Center (RC programming+ LGBTAC annual funding)		\$ 35,000	\$ 35,000
Equity Alliance: Community Outreach		\$ 10,000	\$ 10,000
Classified Staff Inclusion Initiative		\$ 4,000	\$ 4,000
Annual University-wide Equity Alliance Symposium		\$ 8,000	\$ 8,000
Admissions Travel		\$ 20,000	\$ 20,000
Admissions Buses		\$ 20,000	\$ 20,000
Total	12.14	\$ 1,106,565	\$ 1,101,799
Indirect Costs		\$ 91,285	\$ 93,144
		\$ 1,197,850	\$ 1,194,943

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Describe and quantify the specific performance outcomes the agency expects as a result of this funding change.

The main outcome of this proposal will be a comprehensive approach to ensuring an inclusive campus community and a transformation in institutional process which welcomes different ways of knowing and learning in direct service to students who may be marginalized or underrepresented in higher education.

More specifically this decision package funding will address the following:

- Ensure curricular and scholarly assessment of cultural competence and its impact on student success on Western's campus
- Create collaboration and partnership with Native American tribes through a Tribal Liaison position which will support the success of American Indian/Alaskan Native students in a cultural climate that respects and honors the contributions of Sovereign nations
- Create academic and curricular support for faculty development in teaching styles which increase learning for diverse student populations
- Provide direct administrative outreach and support for marginalized students, with particular focus on the LGBT/Queer, SOC (students of color), undocumented students, and disAbilities communities
- Establish centralized services for undocumented students who are eligible for DACA (Deferred Action for Childhood Arrivals) or are Washington HB 1079 students (2003)
- Outreach to tribal leaders in Washington to explore new partnerships in support of students who are tribal members
- Create an educational resource center with specific focus on diversity training and educational networking
- Increase the ability of the University to yield and retain diverse students who have been admitted to Western
- Create symposiums that will focus on topics relevant to the infusion of equity and inclusivity across the campus and in partnership with the local community
- Form internal partnerships in which student clubs, support services, and academic leaders have a centralized resource to support their efforts to move toward an increasingly inclusive community
- Establish a visible, easily accessed, and centralized set of services which are welcoming to diverse populations

Performance measure detail

- Improved campus climate as measured through surveys, exit interviews and reports (qualitative, quantitative and anecdotal data) regarding equity and inclusivity, and diversity
- Increased yield of historically marginalized and underrepresented students
- Increased enrollment, retention, and graduation of American Indian/ Alaskan Native students
- Increased retention and graduation of undocumented students
- Increased evidence of opportunities for students to address racial and multicultural issues in curricular and co-curricular settings
- Increased evidence of students experiencing active, intentional, and ongoing engagement with diverse people and communities in the curriculum and in co-curricular opportunities

- Visible mechanisms for students to evaluate faculty and staff involved in co-curricular programming relative to equity, inclusion and diversity competencies; i.e., adding diversity questions to student course evaluations
- Increase in hires of faculty and staff of color and other marginalized groups
- Campus-wide accountability for equity, inclusion and diversity goals that meet the needs of all students
- Increased enrollment of marginalized students in department and programs where diversity has not been evident

Fully describe and quantify expected impacts on state residents and specific populations served.

On average, 3700 individuals graduate from Western Washington University each year, with the majority of these students remaining in the state upon completion. Through investment in this package, these graduates will be well positioned to engage as culturally responsive citizens in our workforce and in our communities, thus enhancing the quality of life in this state.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:

Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

What alternatives were explored by the agency and why was this option chosen?

Western has made ongoing financial commitments and secured grant funding for various projects to support efforts in this area but resources are insufficient to address this critical issue in a comprehensive and holistic manner.

What are the consequences of not funding this request?

As mentioned previously, despite efforts that have led to an increase in the total number of underrepresented racial and ethnic minority students present on campus, Western currently enrolls fewer racially and ethnically diverse students than other public universities in the State of Washington. Recent data from the OFM Dashboard (2014-15) shows that only 26% of students at Western are from underrepresented racial backgrounds (7% API, 7% Hispanic (Latino/Latina), 8% Multiracial, 2% Black/African-American, and less than 0.5% American Indian/Alaskan Native). These are the lowest percentages in the state of Washington, with other public universities ranging from 32% - 57% of students from underrepresented racial backgrounds.

Without additional funding support, Western will continue to lag behind all state public universities, and will be challenged to defend its position as a state (or national) leader for public higher education if we are not able to serve our increasingly diverse student population. More importantly, a lack of investment in this area impedes our ability to establish the types of services and supports needed to welcome a diverse population to Western and to provide a comprehensive educational approach that prepares all graduates to be more informed and culturally competent citizens of this state.

How has or can the agency address the issue or need in its current appropriation level?

Western has made ongoing financial commitments and secured grant funding for various projects to support efforts in this area but resources are insufficient to address this critical issue in a comprehensive and holistic manner.

2017-19 Biennium Budget Decision Package

Agency: 380-Western Washington University

Decision Package Code/Title: Increasing STEM Capacity

Budget Period: 2017-2019

Budget Level: Performance Level PL-AD

Agency Recommendation Summary Text:

Given Western’s role in serving the needs of the state of Washington, and further given the recent substantial growth in demand for STEM degree programs by WWU students and by the state for STEM graduates, Western proposes a three-pronged plan for increasing capacity and throughput efficiency in critical first- and second-year entry-level courses in Mathematics, Physics, and Chemistry. These courses are critical support courses for programs that are under the most significant demand, including Computer Science, Engineering, and Pre-Health Sciences. The proposed program would provide recruiting, advising, and additional course sections for a 100-student cohort of native freshmen; the cohort model is a proven method for increasing retention and supporting students from diverse backgrounds, while the increased course capacity reduces waitlist times and overall time to degree for important STEM programs, thereby reducing instructional costs.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$1,490,256	\$1,197,776	\$1,225,325	\$1,253,507
Total Cost	\$1,490,256	\$1,197,776	\$1,225,325	\$1,253,507
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	12.5	12.5	12.5	12.5
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$1,490,256	\$1,197,776	\$1,225,325	\$1,253,507
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$619,800	\$641,114	\$655,860	\$670,944
Obj. B	\$229,511	\$233,357	\$238,724	\$244,215
Obj. E	\$601,945	\$307,960	\$315,043	\$322,289
Obj. G	\$39,000	\$15,345	\$15,698	\$16,059
Total Cost – by Object	\$1,490,256	\$1,197,776	\$1,225,325	\$1,253,507

Package Description

Washington State faces a well-documented current and growing shortage of STEM graduates, particularly in Engineering and Computer Science fields. At the same time, demand from students for STEM degree programs has increased dramatically at WWU. Although demand has grown for all STEM degree programs at Western, enrollment management concerns are particularly acute in the new Engineering and Design and the existing Computer Science programs, which have seen unprecedented increases in demand from students. While the State and the University have committed resources to these programs to address workforce and student demands, Engineering, Computer Science, Pre-Health Science, and other STEM programs all rely on a common set of entry-level courses as part of their degree program sequence. Therefore, increasing capacity in entry-level courses for STEM majors is critical to increasing overall capacity across all STEM majors at Western. Existing enrollment management and student advising resources, course laboratory budgets, and staffing levels have not kept pace, creating a situation where students are unable to take courses in a timely or predictable manner. As demand has outpaced resources and more students have been unable to enroll in gateway courses as part of their freshmen and sophomore sequences, the gateway courses enroll with upper-division students, further decreasing opportunity for timely access to programs. As a result, WWU has been forced to cap all but one major within the University's College of Science and Engineering, which limits students' ability to pursue STEM majors and increases their overall time to degree.

Operationally, this package supports three key elements designed to streamline the first two years of study for Engineering, Computer Science, or Pre-Health Science interest incoming freshmen:

- 1) *Introduction of a new cohort model.* Enrollment in the introductory sequences will be actively managed via cohorts of incoming freshmen, organized according to their expressed areas of interest and level of high school preparation. Cohort models introduced at other universities have been shown to improve retention and success rates, including retention and success of underrepresented and first-generation students, by ensuring improved access via integrated multi-year scheduling. Beginning with an initial cohort of 100 high achieving students, but with a goal of eventually extending to all students, entering freshman participating in the proposed program will be guaranteed access to the introductory core courses leading to each degree program. While streamlining passage into STEM majors, the program also provides a strong recruiting incentive for high-achieving students to attend Western.
- 2) *Restructured multi-year advising model.* Cohorts will receive early and robust advising, with more vigorous intervention for students identified as being at risk of falling off track. The goal is to both improve retention and keep the cohort moving in step together, which directly addresses several of the scheduling and enrollment challenges noted above. Eventually the model will include the integration of transfer students at the appropriate level.
- 3) *Increased capacity in critically impacted first and second year foundational STEM courses.* The above two elements enable cohorts to move through sequences together, creating streamlined registration, enrollment, advising, and completion. To implement these changes, additional instructional capacity will be required, for which the package requests faculty, teaching assistants, and support staff.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

Currently, Chemistry, Math, and Physics are running at resource capacity, with the introductory course sequences providing service for their respective major programs, as well as for Computer Science, Engineering, and the Pre-Health Science students. Specifically, each quarter, these program offerings consist of:

- Introductory Chemistry: 11 lecture sections (60 students each) and 20 lab sections (30 students each),
- Introductory Organic Chemistry: 8 sections of (60 students each),
- Introductory Physics: 7 lecture sections (60 students each) and 17 lab sections (24 students each),
- Introductory Calculus: 23 sections (25 students each)

The total teaching resources currently required to deliver the core sequences is approximately 25 full-time equivalent faculty, 20 full-time equivalent lab teaching assistants, and 3 full time equivalent technical support staff (not including instrumentation and equipment support). Currently, resources for dedicated advising do not exist. The proposed changes constitute a 17% increase in teaching resources to add sections accommodating 100 students to the Introductory Chemistry, Organic Chemistry, Physics, and Calculus sequences across the board.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

The package requests resources specifically to accomplish the first stage of access enhancement, including tenured/tenure-track (TT) faculty, staff, and instructional operating dollars in support of the gateway STEM sequences, as follows:

	FTE	2017-18	2018-19
TT Mathematics Faculty	3	\$ 281,467.00	\$ 287,162.00
TT Chemistry Faculty	2	\$ 187,645.00	\$ 191,442.00
TT Physics Faculty	1	\$ 93,822.00	\$ 95,721.00
Academic Career Advisor	0.5	\$ 35,766.00	\$ 36,336.00
Instruction/Classroom Support Tech	3	\$ 198,193.00	\$ 210,380.00
TA Graduate Assistance	3	\$ 52,417.00	\$ 53,430.00
Total	12.5	\$ 849,310.00	\$ 874,471.00

In addition to salaries and benefits, WWU is requesting one-time funds (2017-18) in the amount of \$300,000 for the purchase of lab equipment as well as \$323,305 in recurring funds for goods, services, and travel related expense.

An inflation adjustment of 2.3% (ERFC Seattle CPI forecast) has been added to all costs beginning in FY 2019. WWU does not anticipate adding additional staff or goods and services beyond the scope of this proposal.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

The outlined investment will reduce STEM majors' time to degree by 0.67 per academic year (from current waitlist and time to degree data), greatly improving efficiency and return on the state's investment. The resulting cost savings to the state is roughly \$88,000 per cohort at the current funding level. Students are anticipated to save \$516,000 per cohort (or \$5,166 per student) in tuition. In addition, investment would increase throughput and improve outcomes for Engineering, Computer Science, and other impacted STEM majors by addressing obstacles to timely enrollment in core introductory mathematics, chemistry, and physics courses. The targeted courses are critically impacted first; second-year sequences serving as the gateway to the Engineering and Computer Science programs, as well as other STEM major programs and most pre-health majors. This package will introduce changes in course scheduling and advising, and add teaching capacity in key targeted courses to streamline passage of students through their first two years and into their majors.

Specific outcomes of funding, per cohort of 100 students, are:

- 1 additional section each of the General Chemistry sequence and the Organic Chemistry sequence.
- 2 additional sections of the Physics sequence.
- 3 additional sections each of the Calculus sequence and post-Calculus Math courses.

Performance Measure detail:

A primary metric will be time to degree of native freshman. Currently, time to degree in STEM disciplines is affected by the number of times students need to waitlist before successfully enrolling in pipeline courses. By quantifying the average waitlist time, and the resulting time to degree savings, the impact of the proposed change may be directly measured. By guaranteeing access to the entry level courses and providing increased advising, the time to degree will decrease concomitantly. Another metric will be the retention rates of first and second year students in STEM disciplines. The utilization of cohorts, and improved advising models should improve retention and completion rates, both of which can be measured quantitatively against current levels.

Fully describe and quantify expected impacts on state residents and specific populations served.

As previously stated, WWU intends to graduate more STEM majors in a more cost effective way for both the state and the student. WWU's intention specifically addresses Goal 1 - "World Class Education-Postsecondary: More Graduates" as well as Goal 2 - "Prosperous Economy-Thriving Washingtonians." This proposal will prepare state residents for quality jobs and expand their opportunities for personal growth by providing a world class education.

What are other important connections or impacts related to this proposal? Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Identify: Residents from all regions and counties of the state will be better prepared for job market.
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	No	Identify:
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.
 Impacts and connections to this table are referenced in the "Package Description."

What alternatives were explored by the agency and why was this option chosen?

The only alternative to the proposed program is to continue to manage waitlists on the entry-level courses, which impacts retention and throughput. Without additional resources, proactive steps towards recruiting and advising students as part of the overall enrollment management process is not possible; succinctly, there is no alternative to increase STEM capacity without additional faculty, staff, advising, and laboratory support resources. Due to the magnitude of the increased demand across the board in the College of Science and Engineering, alternatives such as inter-college shifting of resources are not effective. Expansion of the pipeline infrastructure is required to allow for any growth of the individual programs.

What are the consequences of not funding this request?

If this package is not funded, student demand for STEM disciplines will continue to significantly exceed the University's capacity in these areas, and the University will miss an important opportunity for expansion in critical disciplines. The number of Engineering, Computer Science, and health science graduates will at best remain at current levels, the students not able to be accommodated will need to be turned away from the impacted programs, and there will then be a need for these students to be accommodated in other areas—a system for which has not been constructed. Lastly, time-to-degree, completion rates, and program quality will be negatively impacted. In particular, the waitlist times for impacted programs is on the rise, increasing in some areas from an average waitlist time of 2 quarters to a full 3 quarters, putting students 1 full academic year behind in time to degree. Time to degree delays increase overall instructional costs, as students stay in programs occupying seats that incoming students cannot take.

How has or can the agency address the issue or need in its current appropriation level?

The current demand on the affected programs exceeds resourcing. Delivering the programs at current levels is not sustainable.

2017-19 Biennium Budget Decision Package

Agency: 380-Western Washington University

Decision Package Code/Title: Scaling Up: Increasing the Number of Teachers in Washington State

Budget Period: 2017-2019

Budget Level: Performance Level PL-AE

Agency Recommendation Summary Text:

The Woodring College of Education (WCE) sees the pending teacher shortage as an opportunity to address an important gap in the need for new teachers by scaling up the production of new teachers. We feel a deeper mandate as a public institution to help alleviate the impending shortage of teachers in the K-12 system. The College intends to be a key contributor to the development of future teachers into those areas of the state school system that most need them. This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$785,811	\$4,892,726	\$5,019,654	\$5,149,501
Fund 149-6	\$125,175	\$625,875	\$625,875	\$625,875
Total Cost	\$910,986	\$5,518,601	\$5,645,529	\$5,775,376
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	14	55	55	55
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$785,811	\$4,892,726	\$5,019,654	\$5,149,501
Fund 149-6	\$125,175	\$625,875	\$625,875	\$625,875
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$439,016	\$2,642,630	\$2,703,410	\$2,765,589
Obj. B	\$193,378	\$1,019,426	\$1,042,873	\$1,066,859
Obj. E	\$148,592	\$1,805,395	\$1,846,919	\$1,889,398
Obj. G	\$130,000	\$51,150	\$52,326	\$53,530
Total Cost – by Object	\$910,986	\$5,518,601	\$5,645,529	\$5,775,376

Package Description

The state of Washington is facing a critical shortage of new teachers. This first became evident in 2014-15 when school districts were facing shortages of substitutes because many of them had been pressed into full-time service. More recently, the shortage of teachers for the state has become a focal area of attention from the Office of the Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board, the Washington Association for the Council of Teacher Education, and various state legislators from around the state.

Before the McCleary decision, school districts hired an average of 2860 new teachers per year. The combined teacher education programs in the state only produced 2485. The shortage increase is exacerbated by HB 2776's (2010) requirement to lower class sizes in grades K-3. This creates a need for an *additional* 2500 new teachers each year for the next three years if the state is to comply with statute. In addition, the voters of the state approved I-1351 (Washington Class Size Reduction Measure) which may extend the need for additional teachers beyond grade 3 and through grade 8.

Adding to the complexity and magnitude of the problem, the state is experiencing increases in retirements and attrition within the profession (*nearly 50% of all teachers leave teaching within the first five years of employment*).

According to a survey of Principals by the OSPI:

- 90% said that were “in crisis” or “struggling” to find qualified teachers;
- 80% had employed individuals on emergency teaching certificates;
- 74% reported that, in the past week, they had been required to cover a classroom because a substitute was not available; and,
- 29% reported that they still had teacher positions that were not filled after the start of the academic year.

The Woodring College of Education (WCE) sees this as an opportunity to address an important gap in the need for new teachers by scaling up the production of new teachers. We feel a deeper mandate as a public institution to help alleviate the impending shortage of teachers in the K-12 system. The College intends to be a key contributor to the development of future teachers into those areas of the state school system that most need them. This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region. It will do so via the following 11 goals:

Begin programming in 2017-18: Goals 1 and 2

Goal 1: Recruitment - Lead and direct focused recruitment into careers in Secondary Education, Early Childhood Education, Special Education (SPED), and Elementary Education (ELED).

Goal 2: WWU at North Seattle College - Increase the number of ELED/SPED dual endorsed teachers by 25 (25 more in FY19) at the WWU-North Seattle site by forming an additional cohort.

Begin programming in 2018-19: Goals 3-11

Goal 3: WWU at Everett - Increase the number of ELED/SPED dual endorsed teachers by 25 at the WWU- Everett site by forming an additional cohort.

Goal 4: Early Childhood Educators (Grades P-3) - Double the number of Early Childhood Educators by 24 by creating an additional cohort.

Goal 5: Alternate Routes to Elementary Teacher Certification – Develop an alternative delivery model for different components of a post-baccalaureate (post-bac) elementary education program that includes competency-based coursework fitting into a five-quarter (summer through summer) time frame. Anticipate 25 new teachers.

Goal 6: Second-Chance Teach Washington program - Connect with people who have a teaching credential, but have not continued as a teacher (either never started or left the profession). WWU/Extended Education/Teacher Education Outreach Programs would provide a scaffolded, paid re-induction for one year to refresh, renew, and re-focus. Anticipate 16 new teachers.

Goal 7: Special Education (Grades K-12) - Build the capacity of the current SPED program by 60 to provide the current high quality courses and field experiences that develop highly skilled K-12 special educators.

Goal 8: STEM Teachers in Secondary Education - Expand the current undergraduate/post-bac and Masters in Teaching (MIT) programs in Secondary Education by an additional 50 STEM teachers and integrate Computer Science and Engineering into STEM Teacher Preparation degree programs and endorsements.

Goal 9: Professional Development Districts - Work intensively with selected partner districts to provide an all-encompassing approach for recruiting students to be teachers, preparing PreK-12 general and special education teachers and human services professionals, providing induction and mentoring programs, developing in-service teachers' professional practice and career ladder options, and developing school administrators. Coordinate joint professional development experiences and work together toward teacher education practices occurring increasingly in school and community settings.

Goal 10: Professional Development - Hire professional development expert to prepare instructors and field partners.

Goal 11: Program Evaluation - Hire an assessment expert to measure the success of these various programs.

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

WWU has assigned more than 25 faculty and 10 staff to support the current programs that are in place today. The additional faculty and staff costs proposed will increase teacher degree production by 250 more per year beyond the current graduation rate.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Goal 1: Recruitment

	FTE	2017-18	2018-19
Recruitment & Retention Specialist	2	\$ 64,342.00	\$ 131,126.00
Goods and Services		\$ -	\$ 81,840.00
Total	2	\$ 64,342.00	\$ 212,966.00

Goal 2: WWU at North Seattle College

	FTE	2017-18	2018-19
NTT Instructor Faculty	5	\$ 175,339.00	\$ 297,656.00
TT Teacher Education Outreach Faculty	1	\$ -	\$ 95,721.00
Total	6	\$ 175,339.00	\$ 393,377.00

Goal 3: WWU at Everett

	FTE	2017-18	2018-19
NTT Instructor Faculty	1	\$ -	\$ 59,531.00
TT Teacher Education Outreach Faculty	2	\$ -	\$ 191,442.00
Total	3	\$ -	\$ 250,973.00

Goal 4: Early Childhood Educators (Grades P-3)

	FTE	2017-18	2018-19
TT Elem Ed Faculty	1.5	\$ -	\$ 143,581.00
NTT Intern Supervisor Faculty	3	\$ -	\$ 178,594.00
NTT Instructor Faculty	3	\$ -	\$ 178,594.00
NTT Master Teacher/Special Assignment Faculty	1	\$ -	\$ 59,531.00
Total	8.5	\$ -	\$ 560,300.00

Goal 5: Alternate Routes to Elementary Teacher Certification

	FTE	2017-18	2018-19
Classified Support Staff	1	\$ 58,571.00	\$ 59,658.00
TT Elem Ed Faculty	1.5	\$ -	\$ 143,581.00
NTT Science and Math Ed Faculty	2	\$ -	\$ 119,062.00
NTT Master Teacher/Special Assignment Faculty	1	\$ -	\$ 59,531.00
Total	5.5	\$ 58,571.00	\$ 381,832.00

Goal 6: Second-Chance Teach Washington program

	FTE	2017-18	2018-19
NTT Master Teacher Coaches	3	\$ 175,339.00	\$ 178,595.00
Total	3	\$ 175,339.00	\$ 178,595.00

Goal 7: Special Education (Grades K-12)

	FTE	2017-18	2018-19
Classified Support Staff	1	\$ 58,571.00	\$ 59,658.00
TT Special Ed Faculty	3	\$ -	\$ 287,162.00
TT Math/Science/Perf Arts	2	\$ -	\$ 185,410.00
NTT Practicum Supervisors	2	\$ -	\$ 119,062.00
Total	8	\$ 58,571.00	\$ 651,292.00

Goal 8: STEM Teachers in Secondary Education

	FTE	2017-18	2018-19
TA UG Learn Asst.	4	\$ 24,314.00	\$ 33,114.00
TA Graduate TA	3	\$ 17,472.00	\$ 53,430.00
TT Comp Sci/SMATE Faculty	2		\$ 215,568.00
TT Engineering/SMATE Faculty	2		\$ 215,568.00
TT Math Ed Secondary Faculty	1		\$ 95,721.00
TT Science Ed Secondary Faculty	1		\$ 95,721.00
NTT Master STEM teachers	2		\$ 119,062.00
Total	15	\$ 41,786.00	\$ 828,184.00

Goal 9: Professional Development Districts

	FTE	2017-18	2018-19
NTT Instructor Faculty	1	\$ 58,446.00	\$ 59,531.00
Goods and Services		\$ -	\$ 40,920.00
Total	1	\$ 58,446.00	\$ 100,451.00

Goal 10: Professional Development

	FTE	2017-18	2018-19
NTT Instructor Faculty	2	\$ -	\$ 119,062.00
Goods and Services		\$ -	\$ 81,840.00
Total	2	\$ -	\$ 200,902.00

Goal 11: Program Evaluation

	FTE	2017-18	2018-19
TT Evaluation/Assessment Dir Faculty	1	\$ -	\$ 107,784.00
Total	1	\$ -	\$ 107,784.00

Other Goods, Services, and Travel associated with the Decision Package outside the specific goals identified in the chart above:

- 2017-18 \$278,592 (includes \$80,000 in one-time costs)
- 2018-19 \$1,651,945 (includes funding for needed support in student services directly associated with the proposed program enhancements in goals 1-11)

An inflation adjustment of 2.3% (ERFC Seattle CPI forecast) has been added to all costs beginning in FY 2019.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region. Refer to description of each goal listed above for specific outcomes per goal.

Performance Measure detail:

Outcomes will be measured by enrollment, major, and student credit hours. In addition, the WCE conducts a survey yearly (the first and third years out of graduation) to ascertain whether or not its graduates were able to find employment as a teacher: full-time, part-time, substitute, or “still looking.” The survey also identifies those who have chosen to look for work but not as an educator. Lastly, we have included a program evaluation component (see Goal 11) to measure the success of these various programs.

Fully describe and quantify expected impacts on state residents and specific populations served.

Generally, this will assure qualified and quality teachers for at least 250 classrooms in the state, from early childhood to secondary schools. It will address the pending teacher shortage in the state by focusing on the key areas of need such as STEM and special education, with an emphasis on growing the educator pipeline and creating a more diverse teaching workforce. Because most teachers who graduate from our programs stay in the state, it will assuredly have a positive impact on the state, particularly with regard to the Results Washington goals of ensuring both a world class education and a prosperous economy for all Washingtonians.

What are other important connections or impacts related to this proposal?

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Identify: Multiple counties throughout WA
Other local gov't impacts?	No	Identify:
Tribal gov't impacts?	No	Identify:
Other state agency impacts?	Yes	Identify: Entities within K-12
Responds to specific task force, report, mandate or exec order?	Yes	Identify: OSPI
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify: lawsuit McCleary decision, HB 2776 (2010), & I-1351
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections	NA	

Please provide a detailed discussion of connections/impacts identified above.

Impacts and connections to this table are referenced in the "Package Description."

What alternatives were explored by the agency and why was this option chosen?

We recognize the pressing need and stand ready to expand our academic program offerings. But we also can't expand without additional human and fiscal resources. We are at, or nearly at, maximum capacity in our current teacher preparation programs. In reviewing our current fiscal and human resources, it is impossible to simply increase the number of individuals we bring into our programs. We also recognize that our student service and academic units on campus will not be able to increase capacity without additional resources.

What are the consequences of not funding this request?

While there are no direct negative consequences for the college or university for not funding this package, the negative consequences in terms of our inability to address a pressing problem in our state will be felt. Without thoughtful programming such as described in this proposal, the State will be opening the floodgate to fill vacant teaching positions with unprepared or poorly qualified individuals, the results of which will be negatively felt academically, economically and politically.

How has or can the agency address the issue or need in its current appropriation level?

As previously stated, WWU is at or nearly at, maximum capacity in its current teacher preparation programs. WWU will not be able to increase capacity without additional resources.

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
 Dollars in thousands
 380 - Western Washington University
 Agency Level
 CB - Current Biennium
 Supporting Text Excluded

8/10/2016
 4:01PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	
065 - WWU Capital Projects							
Total - 0424 - Tuition and Fees - S	3,905	3,905			3,905	3,905	7,810
065 - WWU Capital Projects - State	3,905	3,905			3,905	3,905	7,810
Total - 065 - WWU Capital Projects	3,905	3,905			3,905	3,905	7,810
145 - H E - Grants/Contrct							
Total - 0310 - Dept of Agriculture - F	41	41			41	41	82
Total - 0312 - Dept of Defense - F	107	107			107	107	214
Total - 0315 - Dept of Interior - F	333	333			333	333	666
Total - 0343 - Nat Aero & Sp Admini - F	20	20			20	20	40
Total - 0347 - Nat Science Foundati - F	3,941	3,941			3,941	3,941	7,882
Total - 0366 - Environ Protection A - F	11	11			11	11	22
Total - 0384 - Dept of Education - F	254	254			254	254	508
Total - 0393 - Health & Human Svc - F	375	375			375	375	750
Total - 0394 - Corp for Nat Comm Sv - F	635	635			635	635	1,270
Total - 0399 - Fed Assistance Misc - F	1	1			1	1	2
Total - 0402 - Income From Property - S	12	12			12	12	24
Total - 0420 - Charges for Services - S	1,767	1,767			1,767	1,767	3,534
Total - 0424 - Tuition and Fees - S	1,667	1,667			1,667	1,667	3,334
Total - 0430 - Dedicated Stu Fees - S	1	1			1	1	2
Total - 0541 - Contributions Grants - P/L	2,646	2,646			2,646	2,646	5,292
Total - 0621 - Operating Trans In - S	10	10			10	10	20

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
 Dollars in thousands
 380 - Western Washington University
 Agency Level
 CB - Current Biennium
 Supporting Text Excluded

8/10/2016
 4:01PM

	Maintenance Level		Performance Level		Biennium Totals		
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	Total
145 - H E - Grants/Contrct - State	3,457	3,457			3,457	3,457	6,914
145 - H E - Grants/Contrct - Federal	5,718	5,718			5,718	5,718	11,436
145 - H E - Grants/Contrct - Private/Local	2,646	2,646			2,646	2,646	5,292
Total - 145 - H E - Grants/Contrct	11,821	11,821			11,821	11,821	23,642
148 - HE - Dedicated Locl							
Total - 0384 - Dept of Education - F							
Total - 0401 - Invest Income - S	412	412			412	412	824
Total - 0402 - Income From Property - S	233	233			233	233	466
Total - 0405 - Fines, Forfeits - S	509	509			509	509	1,018
Total - 0409 - Interest Income - S	313	313			313	313	626
Total - 0420 - Charges for Services - S	10,384	10,384			10,384	10,384	20,768
Total - 0421 - Publicatns/Documents - S	4	4			4	4	8
Total - 0423 - Room, Board Meals - S	12	12			12	12	24
Total - 0424 - Tuition and Fees - S	15,720	15,720			15,720	15,720	31,440
Total - 0430 - Dedicated Stu Fees - S	12,444	12,444			12,444	12,444	24,888
Total - 0440 - Indirect Cost Reimb - S	86	86			86	86	172
Total - 0499 - Other Revenue - S	136	136			136	136	272
Total - 0541 - Contributions Grants - P/L	203	203			203	203	406
Total - 0621 - Operating Trans In - S	655	655			655	655	1,310
148 - HE - Dedicated Locl - State	40,908	40,908			40,908	40,908	81,816
148 - HE - Dedicated Locl - Federal							
148 - HE - Dedicated Locl - Private/Local	203	203			203	203	406

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
 Dollars in thousands
 380 - Western Washington University
 Agency Level
 CB - Current Biennium
 Supporting Text Excluded

8/10/2016
 4:01PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	
Total - 148 - HE - Dedicated Locl	41,111	41,111			41,111	41,111	82,222
149 - Inst of HI ED-Operat							
Total - 0401 - Invest Income - S	208	208			208	208	416
Total - 0420 - Charges for Services - S	8	8			8	8	16
Total - 0424 - Tuition and Fees - S	92,223	70,623			92,223	70,623	162,846
149 - Inst of HI ED-Operat - State	92,439	70,839			92,439	70,839	163,278
Total - 149 - Inst of HI ED-Operat	92,439	70,839			92,439	70,839	163,278
252 - HI Ed N-Prop Lcl Cap							
Total - 0621 - Operating Trans In - S	(122)	(122)			(122)	(122)	(244)
Total - 0622 - Operating Trans Out - S	195	195			195	195	390
252 - HI Ed N-Prop Lcl Cap - State	73	73			73	73	146
Total - 252 - HI Ed N-Prop Lcl Cap	73	73			73	73	146
440 - Stores Acct - Hi Ed							
Total - 0420 - Charges for Services - S	94	94			94	94	188
440 - Stores Acct - Hi Ed - State	94	94			94	94	188
Total - 440 - Stores Acct - Hi Ed	94	94			94	94	188
443 - Data Proc - Hi Educ							
Total - 0420 - Charges for Services - S	463	463			463	463	926
443 - Data Proc - Hi Educ - State	463	463			463	463	926

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
 Dollars in thousands
 380 - Western Washington University
 Agency Level
 CB - Current Biennium
 Supporting Text Excluded

8/10/2016
 4:01PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	
Total - 443 - Data Proc - Hi Educ	463	463			463	463	926
448 - High Educ Printing							
Total - 0420 - Charges for Services - S	1,456	1,456			1,456	1,456	2,912
Total - 0421 - Publicatns/Documents - S	48	48			48	48	96
448 - High Educ Printing - State	1,504	1,504			1,504	1,504	3,008
Total - 448 - High Educ Printing	1,504	1,504			1,504	1,504	3,008
450 - High Educ Facilities							
Total - 0402 - Income From Property - S	62	62			62	62	124
Total - 0416 - Sale of Prop/Other - S	126	126			126	126	252
Total - 0420 - Charges for Services - S	20,892	20,892			20,892	20,892	41,784
Total - 0490 - Cash-Over and Short - S							
Total - 0499 - Other Revenue - S							
450 - High Educ Facilities - State	21,080	21,080			21,080	21,080	42,160
Total - 450 - High Educ Facilities	21,080	21,080			21,080	21,080	42,160
460 - High Ed Motor Pool							
Total - 0420 - Charges for Services - S	189	189			189	189	378
460 - High Ed Motor Pool - State	189	189			189	189	378
Total - 460 - High Ed Motor Pool	189	189			189	189	378
380 - Western Washington University - State	164,112	142,512			164,112	142,512	306,624
380 - Western Washington University - Federal	5,718	5,718			5,718	5,718	11,436
380 - Western Washington University - Private/Loc:	2,849	2,849			2,849	2,849	5,698

State of Washington

Summarized Revenue by Account and Source

Budget Period: 2017-19
Dollars in thousands
380 - Western Washington University
Agency Level
CB - Current Biennium
Supporting Text Excluded

8/10/2016
4:01PM

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2018	FY2019	FY2018	FY2019	FY2018	FY2019	
Total - 380 - Western Washington University	172,679	151,079			172,679	151,079	323,758

State of Washington
Request for Fees
2017-19 Biennium

	Code	Title
AGENCY	380	Western Washington University

Agy #	Agency Name	Fee Code	Name of Fee	Is a bill required?	Z-Draft # (or Pending)	New, Increased, Continued?	Incremental Revenue Dollars in Thousands				Tied to Expenditure Change?	Fee Payer Position	Explanation of Change See Instructions
							GF-S		Other Funds				
							FY 2018	FY 2019	FY 2018	FY 2019			
380	Wester Washington University	2200	Services & Activity Fees	NO	NO	Increase			82,000	83,500	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 2.0% increase for self-supporting funds
380	Western Washington University	2300	Other Mandatory Fees	NO	NO	Increase			160,000	163,400	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 2% increase for self-supporting funds
380	Western Washington University	3100	On-Campus Lab & Course Fees	NO	NO	Increase			46,000	47,200	Increase in resources and/or program cost	Agency Initiated	Increase in resources and/or program cost with a 2% increase for self-supporting funds
Additional Comments													

AGENCY	Code	Title
	380	WWU

2017-19 Federal Funding Estimates Summary

CFDA NO.*	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts	State Match Source [001-1, XXX]
	Agency Total				
	FY 2016	631,000	564,000	231,950	
	FY 2017	485,000	578,000	231,576	
	FY 2018	385,000	391,000	159,200	
	FY 2019	267,000	309,000	122,850	
	US Geological Survey				
15.81	Activity #				
	FY 2016	13,000	1,000	0	
	FY 2017		17,000	19,161	Department
	FY 2018				
	FY 2019				
	NOAA				
11.417	Activity #				
	FY 2016	76,000	63,000	25,000	Department
	FY 2017	31,000	54,000	40,215	Department
	FY 2018				
	FY 2019				
	NASA				
43.008	Activity #				
	FY 2016	25,000	25,000	0	
	FY 2017	25,000	25,000	38,000	Department
	FY 2018	15,000	21,000	38,000	Department
	FY 2019				
	US Dept. of Education				
84.129	Activity #				
	FY 2016	200,000	200,000	27,700	Department
	FY 2017	200,000	200,000	22,700	Department
	FY 2018	200,000	200,000	22,700	Department
	FY 2019	200,000	200,000	22,700	Department
	National Institutes of Health				
93.243	Activity #				
	FY 2016	98,000	98,000	112,000	Department
	FY 2017		25,000	6,000	Department
	FY 2018				
	FY 2019				

AGENCY	Code	Title
	380	WWU

2017-19 Federal Funding Estimates Summary

CFDA NO.*	Agency	Federal Fiscal Year	State Fiscal Year	State Match Amounts	State Match Source [001-1, XXX]
	Fish & Wildlife				
15.639	Activity #				
	FY 2016	58,000	58,000	8,500	Department
	FY 2017	15,000	29,000	8,500	Department
	FY 2018				
	FY 2019				
	SBA				
59.037	Activity #				
	FY 2016	84,000	56,000	55,000	Department
	FY 2017	112,000	112,000	55,000	Department
	FY 2018	112,000	112,000	55,000	Department
	FY 2019	28,000	56,000	55,000	Department
	US Air Force				
12.8	Activity #				
	FY 2016	19,000	5,000	0	
	FY 2017	58,000	58,000	42,000	Department
	FY 2018	58,000	58,000	43,500	Department
	FY 2019	39,000	53,000	45,150	Department
	Department of Transportation				
20.205	Activity #				
	FY 2016	58,000	58,000	3,750	Department
	FY 2017	44,000	58,000		
	FY 2018				
	FY 2019				

* Catalog of Federal Domestic Assistance

Updated June 2016

	Code	Title
AGENCY	380	Western Washington University

NON-BUDGETED LOCAL FUND SUMMARY

FUND CODE	FUND NAME	7/1/15 FUND BALANCE*	6/30/17 ESTIMATED FUND BALANCE	2017-19 ESTIMATED REVENUES	2017-19 ESTIMATED EXPENDITURES	6/30/19 ESTIMATED FUND BALANCE
145	Local Grants & Contracts	1,417,972	1,161,517	72,312,500	73,283,961	190,056
148	Dedicated Local	19,063,337	18,740,902	72,312,500	73,283,961	17,769,441
149	Operating Fees	37,367,165	47,522,061	110,559,047	119,749,738	38,331,371
						-
440	Central Stores	20,285	15,705	171,735	176,967	10,474
443	Data Processing	631,873	631,317	962,492	971,617	622,192
448	Printing	527,251	687,298	3,028,220	2,945,083	770,435
450	Other Internal Services	4,107,229	3,818,397	20,767,823	19,700,746	4,885,473
460	Motor Pool	237,598	126,373	208,876	220,475	114,773
						-
522	Associated Students	1,678,309	1,796,497	7,738,493	7,741,059	1,793,931
524	Bookstore	4,357,730	4,746,915	12,067,433	11,714,633	5,099,715
528	Parking	3,911,339	3,422,653	3,400,059	4,745,756	2,076,956
570	Other Enterprises	3,006,034	1,874,758	24,164,973	23,274,071	2,765,661
573	Housing and Dining	73,684,990	67,117,898	82,190,307	83,903,924	65,404,281
						-
841	G. Robert Ross Endowment	708,993	756,147	7,853	9,824	754,176
846	Scholarship	998,532	998,532	33,253,150	32,715,909	1,535,773
849	Perkins and Other Loan Funds	9,706,260	9,913,362	309,934	10,680	10,212,616
859	Endowment Funds	11,807,907	11,665,291	991,731	1,203,298	11,453,724
860	State Loan Funds	4,385,815	5,202,158	533,250	164,253	5,571,155

* This column must agree with the 6/30/15 CAFR balance.

FUND 148 DETAIL (EST)

Source Code	Source Code Name	7/1/15 FUND BALANCE	6/30/17 ESTIMATED FUND BALANCE	2017-19 ESTIMATED REVENUES	2017-19 ESTIMATED EXPENDITURES	6/30/19 ESTIMATED FUND BALANCE
0399	Federal Assistance-Misc	237	233	901	913	221
0401	Investment Income	114,607	112,669	434,737	440,578	106,829
0402	Income from Property	98,679	97,010	374,316	379,345	91,981
0405	Fines, Forfeits, Seizures	234,609	230,641	889,936	901,892	218,685
0409	Interest Income	70,461	69,269	267,278	270,869	65,679
0413	Capital Gains and Losses	160,515	157,800	608,879	617,059	149,621
0416	Sale of Property-Other	711	699	2,697	2,733	663
0420	Charges for Services	3,632,681	3,571,238	13,779,760	13,964,881	3,386,118
0421	Publications and Documents	8,009	7,874	30,382	30,790	7,466
0423	Room, Board, and Meals	7,273	7,150	27,589	27,960	6,780
0424	Tuition and Fees	9,320,554	9,162,907	35,355,434	35,830,406	8,687,935
0430	Dedicated Student Fees	5,010,245	4,925,502	19,005,241	19,260,561	4,670,182
0440	Indirect Cost Reimbursement	69,183	68,013	262,431	265,957	64,488
0450	Sales of Goods and Supplies-Proprietary Funds	6,490	6,380	24,618	24,949	6,049
0490	Cash Over and Short	277	272	1,050	1,064	258
0499	Other Revenue	60,186	59,168	228,300	231,367	56,101
0541	Contributions and Grants	268,620	264,076	1,018,949	1,032,638	250,388
	Total	19,063,337	\$ 18,740,902	72,312,500	73,283,961	17,769,441

1. What revenue sources are represented in fund 148 and fund 149?

Fund 148 Revenue Sources

- **Student Fees** are represented by the student technology fee, the green energy fee, the health center fee and the student transportation fee. Each of these fees is sanctioned or reviewed by the Associated Students of Western Washington University. Fund balances are used for one-time programmatic needs, equipment replacements, and authorized purchases made on behalf of the Associated Students of WWU.
- **Extended Education fees** are those charged to students taking summer or extended education courses.
- **Administrative Fees** are those charged in an effort to enhance the student experience or recapture the cost of a process. Enrollment orientation fee and the application fees are examples of such fees.
- **Course and Other Misc. Lab, Materials Fees** are used to recapture some of the costs associated with the purchase of materials, lab overhead and other related student costs. The fund balance is represented by 243 funds. The average balance in each fund is \$26K.
- **Communications Sciences and Disorders Clinic Fees** are used to fund the clinic.
- **Interagency Recharge, Income from Property and Interest Income** represent recharges for services rendered by departments within the University. Income from property is generated by hosting conferences and rental property.
- **Service Charges (Camp Fees, Student Wellness, Etc.)** represent charges for youth camps, career services, and various non-academic student wellness programs.

Fund 149 Revenue Sources

- **Operating Fee** revenue represents a component of the “tuition fees” collected that are used to fund a portion of the University operating costs.

2. What is the University's Policy on Reserves in both Funds 148 and 149?

It is important to note that there are many reasons for a fund balance. Universities must be able to cash flow operations until revenues from students begin to flow through in late September and October. Some areas must cash flow up to six bi-monthly payrolls before new fall revenues are fully realized. Fund balances will include dollars set aside for program development and start-up costs. Also, departments often build a balance in order to fund a major equipment purchases or projects. Lastly, it is critical that a reserve is maintained for emergencies.

Former President Shepard outlined specific goals for the University as it pertains to Fund 149. One critical area he and Western's Board of Trustees were/are particularly concerned with is being able to continue operations in case of a major emergency. We looked to other universities that have gone through disasters such as earthquakes and hurricanes. He cites examples such as those that were experienced by LSU during Hurricane Catarina and what could potentially occur if our area were under similar financial stress. In a letter to the campus he stated that "One general rule of thumb...is that one-time reserves for the state operating budget should be able to cover us in the event that we lose all tuition revenue for a quarter." At this point, Western's University reserves are below that amount. When college, and division fund balances are included, we would approach that level. However, college and division fund balances are used to fund program development, faculty startup costs, and equipment purchase costs. These are costs that should be but are not covered in the annual budget. Equipment purchases includes things such as computer purchases. Since we don't have the annual budget sufficient to fund those items the deans and VPs are expected to fund those items from fund balances (attained through one time savings such as temporary salary savings). In an emergency the University would also have to tap those funds for cost to continued operations to cover the cost of lost tuition.

Funds in fund 148 are considered to be self-sustaining and thereby required to maintain adequate fund balances to cash flow operations through the summer, expected to maintain an operating reserve for operational challenges and revenue shortfalls. Many also have fund balances for equipment purchases such as the Technology fee whose fund balance includes encumbrances for equipment upgrades and one time purchases for student computer labs. Balances also include programmatic startup costs such as funds included in the enrollment fee account which is being used for a major retention and time to degree project to purchase software to track student academic performance. Data from the system will be used to assist students with making better academic choices. It is also important to keep in mind that fund 148 includes 315 different funds across numerous colleges and divisions, operated and relied upon by departments to achieve their designated purposes. The university does not have enough state funds to operate all aspects of the

university so it relies upon these fund sources to deliver the services critical to delivering a Western education.

Dedicated Local Fees Account (Fund 148)

This dedicated local fee fund is used to account for service fees, course and lab fees, extended education fees and other miscellaneous fees. All expense related to such revenue is recorded in this fund.

Authority: RCW 43.88.195

Operating Fees Account (Fund 149)

This operating fee fund is used to account for operating fee and investment income revenue. All expense related to such revenue is recorded in this fund.

Authority: RCW 43.88.195

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

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

13.5 Risk Management and Self-Insurance Premiums of the 2017-19 Biennial Budget Instructions - Western Washington University

DRAFT 9-13-16

An enterprise risk management update must be submitted. Agencies are asked to "...submit an enterprise risk management update with their budget submittal and to the Department of Enterprise Services' Office of Risk Management (ORM). The update should be a one-page submittal describing **three major risks** that could impact the agency's ability to achieve its strategic objectives/goals on time and any existing or proposed initiatives the agency has to address these risks."

Western Washington University is pleased to submit the following three enterprise risks.

ENTERPRISE RISK	RESPONSE STRATEGY
-----------------	-------------------

Employee Compensation to Sustain Quality

Western's strategic vision is to apply Western's considerable strengths to meeting the critical needs of the state of Washington and beyond. Western made the intentional choice during the recession and resultant budget cuts to protect its core academic function of teaching, and continued student access to that teaching, as much as possible. As the economy recovered, it made the choice to increase faculty resources through the hiring of tenure-track faculty to maintain and enhance the quality of its academic programs. However, the decision has had lingering side effects on employee compensation and staffing.

Staffing: Most if not all areas of the University are operating with as lean a staff as possible. In some cases it is likely that staffing levels are not sufficient for sustainable performance. Some staff are attempting to perform their own jobs, plus the functions of other staff positions that no longer exist. These issues have effects on performance and morale. Classified staff increasingly feel marginalized at the University. The lack of staff affects important student metrics such as retention rates and time to degree, and the academic lives of students and faculty for whom they serve.

Workforce maintenance: Besides the staffing, all areas the workforce is aging. Over the next several years, as the large number of faculty and staff in the Baby Boom generation retire, their expertise, experience, and institutional knowledge will be taken with them. Because resources are lacking, many, particularly in staff positions, cannot receive training that would help managers and administrators engage in professional development of younger staff as part of succession planning. Departments will face the possibility of changes in departmental, college, or even university culture with the replacement of Baby Boom-aged faculty and staff by their younger successors.

Higher education is a talent based 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 and staff.

Western's compensation programs' objectives are designed to:

- Attract, retain, engage and motivate the talent that contributes to Western's excellence;
- Provide compensation programs that are fair, equitable and transparent, and administered in a consistent, predictive and timely manner, and that can adapt to significant changes in the market and with the dynamics of the organization; and
- Assist employees in understanding how their position and performance plays a role in accomplishing Western's objectives by encouraging open communication at all levels.

Western made significant progress during the last legislative session in terms of legislative appropriations for compensation. Western also made internal reallocations to extend significantly beyond what was appropriated. However, the hole we are in occurred over several frightfully difficult biennia, so a multi-biennia strategy is required to recover. So, in order to maintain the excellence of Western, compensation remains Western's top priority in its ongoing budget and planning efforts.

1

Improve Campus Diversity and Climate

2

Diversity: Although Western continues to increase its numbers of faculty, staff, and students from underrepresented groups, that progress has reached neither the level nor the velocity desired. Competition for faculty, staff, and students from underrepresented groups is strong. This factor is likely to become stronger, at least in terms of students, as the trend of underrepresented groups forming an increasingly high percentage of high school graduates continues.

Climate: Western views itself and is viewed for the most part as a welcoming community. However, perceptions of the campus climate reported by faculty, staff, and students from underrepresented groups are not as positive as is desired. The reputational effect may very well contribute to difficulty in attracting people from underrepresented groups, and the perceptions may contribute to difficulty in retention.

Western has made a strong commitment to addressing equity and inclusion on campus, and to diversifying the campus to be more reflective of the changing demographics of our state.

Western has brought together the best thinking of colleagues on the broadly representative *President's Taskforce on Equity, Inclusivity, and Diversity*. The job of the taskforce is to rigorously review campus climate, recruitment and retention practices, curriculum, and community outreach efforts in order to develop a comprehensive strategic plan and to recommend initiatives, policies, and procedures that will increase equity and inclusion and allow Western to embrace and reflect a truly diverse society. In addition, professionals serving in the *Division of Enrollment and Student Services* have been hard at work assessing opportunities and challenges and imagining the Western of tomorrow and how to best support and enable that future.

And going forward, Western has outline three broad areas that need to be addressed under new programs:

- *Multicultural Services* to create a welcoming and interactive climate as well as educating the campus on issues of diversity. This includes diversification in hiring and important understanding of skills needed for professionals in serving diverse populations.
- *Diverse Educational Experiences* to develop curricular and pedagogical support in areas of research and faculty development, as well as support for strategic planning.
- *Partnerships* to maximize the University's collaboration with external communities toward the success of under-represented, marginalized and diverse students.

Strengthen Laboratory Safety Practices

3

Academic laboratory safety is known to be inconsistent with lab safety management systems in industrial settings, resulting in a higher frequency of lab accidents. Relatively recent, high-profile events and accidents at institutions of higher education across the country, including but not limited to the 2008 UCLA fatal lab accident, 2010 Texas Tech University Lab explosion, and 2016 University of Hawaii lab explosion, have shown a breakdown, after the event, of certain areas of safety that had put student, faculty and staff at risk. Unfortunately, laboratory safety concerns and incidents are often times mitigated in a reactive way, rather than proactive.

Western has implemented two proactive initiatives in its efforts to strengthen its laboratory safety practices:

Lab Safety Study: Western sponsored a lab safety study by a third-party safety consultant that examined Western's current lab safety practices that resulted in a comprehensive written report with recommendations that will guide Western's planning and implementation efforts, such as but not limited to assessing Western's lab safety inspection processes and procedures, enhancing safety training, learning from incidents and accidents, and clarifying roles and expectations.

University-Wide Lab Safety Committee: The University created the Laboratory and Chemical Safety Committee (LCSC). The LCSC's purpose is to help guide the University's laboratory safety decisions, including instructional, research and support functions at Western. The committee will also provide guidance on procurement and movement of hazardous chemicals for University-related business and on University property.

References:

2015 WWU SCOT Analysis, DRAFT :

http://www.wvu.edu/provost/planning/documents/draft_wwu_scot_2015.pdf

2017-19 Recommended Decisions Packages: <http://www.wvu.edu/upb/1517DP/message.pdf>

FY2017 Operating Budget Recommendation: <http://www.wvu.edu/upb/>

2015-17 Proposed Operating Budget Request:

Central Service Fund Splits

380-Western Washington University



Save/Update

All Columns by Agency must equal 100%

Agency	Program	Subprogram (only used for DSHS in Program 030 and 040)	Account and Approp Title	Auditor	AttGen	OAH	Facilities & Services Only	CTS	Debt Services	Workers' Comp	All Other Services
Percent Totals (only applies when one agency chosen)				100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
380-Western Washington University			001-1 General Fund-State	47.00%	47.00%	47.00%	47.00%	47.00%	47.00%	47.00%	47.00%
380-Western Washington University			149-6 Inst of Hi Ed-Operating Fees Acct-Non-Appr	53.00%	53.00%	53.00%	53.00%	53.00%	53.00%	53.00%	53.00%

**Attachment A-1 WESTERN WASHINGTON UNIVERSITY
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)	(Specify Bargaining Unit)	(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			
FY 13	\$2,869			
FY 14	\$2,737			
FY 15	\$111			
FY 16	\$386			
TOTAL	\$17,214			

** 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 2014 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)
3.75			9/16/2015	

Describe increase:

All Faculty will receive a basic increase of 3.75%

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)
3.75			9/16/2016	

Describe increase:

All Faculty will receive a basic increase of 3.75%

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)
0.5			9/16/2015	

Describe increase:

An amount equal to 0.5% of the actual salaries paid to faculty members in the bargaining unit in 2014-15 shall be distributed as of September 16, 2015 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 August 15, 2015.

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)
0.5			9/16/2016	

Describe increase:

An amount equal to 0.5% of the actual salaries paid to faculty members in the bargaining unit in 2015-16 shall be distributed as of September 16, 2016 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 August 15, 2016.

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)
3			9/16/2015	

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)
3			9/16/2016	

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			9/16/2015	

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)
10			9/16/2016	

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)
Approx 4%			9/16/2015	

Describe increase:

Effective September 16, 2015, chair stipends will be increased by approximately 4%.

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)
Approx 4%			9/16/2016	

Describe increase:

Effective September 16, 2016, chair stipends will be increased by approximately 4%.

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-3**Faculty Collective Bargaining Agreement Summary Template**

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

	FY 2014	FY 2015	FY 2016	FY 2017
All-Fund Salary Base	52,390,742	55,945,150	58,728,914	61,797,020
Across-the-board increase (State+149)	2,251,706	2,414,105	1,871,800	1,983,700
Across-the-board increase (other funds)	181,420	189,131	173,973	180,496
Promotion & Tenure (State+149)	250,000	250,000	146,800	277,111
Promotion Non-tenure track (NTT) Faculty (State+149)	121,010	121,010	125,548	130,256
Equity & Compression (State+149)	397,360	426,019	285,100	302,400
Post-tenure Review (State+149)	125,000	125,000	151,400	165,000
Assignment Pay; Dean/Chair Stipends (State+149)	29,143	29,143	29,143	29,143

Notes:

1) All increases displayed in a given fiscal year are reflected in the base for the same fiscal year.

Attachment B-1

State-Supported Tuition Waivers by Purpose

For the most part, state-supported waivers are outlined in RCW 28B.15.910(1),(2) and (4).

Institution:

Purpose for Granting The Waiver	RCW	FY 2015				FY 2016				
		Residents		Non-Residents		Residents		Non-Residents		
		Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	
UNDERGRADUATE STUDENTS										
Children of Police/Firemen	28B.15.380	3.3	\$22,159	0	\$0	2	\$14,082	0	\$0	
Veteran	28B.15.621	57.7	\$444,844	4.3	\$16,050	62	\$468,290	9.67	\$44,382	
Diversity	28B.15.740	171.3	\$386,649	17.6	\$38,220	163.66	\$350,982	14	\$31,539	
Gender Equity	28B.15.740	155.7	\$836,820	21.7	\$228,155	178	\$853,358	26.67	\$272,899	
Merit	28B.15.740	484.3	\$1,148,226	8	\$5,331	388.99	\$1,038,241	10	\$9,360	
Financial Need	28B.15.740	1440.3	\$3,146,938	3.7	\$4,692	1541.99	\$2,750,544	3.33	\$7,012	
Other	28B.15.740	42.3	\$117,328	46.3	\$516,120	41	\$109,003	52.66	\$522,636	
Subtotal State-Support		2354.9	\$6,102,964	101.6	\$808,568	2377.64	\$5,584,500	116.33	\$887,828	
GRADUATE STUDENTS										
Graduate Teaching Assista	28B.15.014	73	\$247,254	16.3	\$80,075	55.34	\$180,428	12	\$76,204	
Graduate Service Appointm	28B.15.615	133.6	\$852,042	9.3	\$68,715	137.99	\$890,296	14.67	\$121,161	
Diversity	28B.15.740	0	\$0	0.3	\$1,711	1	\$1,275	0	\$0	
Other	28B.15.740	34.6	\$146,769	0	\$0	46	\$186,850	0	\$0	
Gender Equity	28B.15.740	0	\$0	0	\$0	0	\$0	0.67	\$5,982	
Subtotal State-Support		241.2	\$1,246,065	25.9	\$150,501	240.33	\$1,258,849	27.34	\$203,347	
TOTAL STATE SUPPORT		2596.1	\$7,349,029	127.5	\$959,069	2617.97	\$6,843,349	143.67	\$1,091,175	

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-2

Non-State-Supported Tuition Waivers by Purpose

Non-state supported waivers are described in RCW 28B.15.915 and 28B.15.910(3).

Institution:

Purpose for Granting The Waiver	RCW	FY 2015				FY 2016			
		Residents		Non-Residents		Residents		Non-Residents	
		Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
UNDERGRADUATE STUDENTS									
Other Waiver Programs	28B.15.915	1301.7	\$1,820,658	1128	\$5,278,770	977	\$1,468,938	867.67	\$4,823,253
Subtotal Non State-Support		1301.7	\$1,820,658	1128	\$5,278,770	977	\$1,468,938	867.67	\$4,823,253
GRADUATE STUDENTS									
Other Waiver Programs	28B.15.915	6.7	\$18,236	62	\$891,767	0.3	\$1,403	74	\$1,061,598
Subtotal Non State-Support		6.7	\$18,236	62	\$891,767	0.3	\$1,403	74	\$1,061,598
TOTAL NON STATE SUPPORT		1308.4	\$1,838,894	1190	\$6,170,537	977.3	\$1,470,341	941.67	\$5,884,851

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.

Financial Aid from Non-State Sources

Institution:Western Washington University

	FY 2014		FY 2015		FY 2016	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)
Federal Grants	3,904	15,736,462	3,973	16,347,864	4,056	16,680,284
Federal Student Loans (Stafford)	7,329	47,599,034	7,335	47,897,174	7,167	47,251,066
Federal PLUS Loans (Parent and Graduate)	1,797	21,736,503	1,809	21,960,534	1,779	21,815,082
Private Grants*	1,027	2,331,411	1,021	2,473,113	1,046	2,526,246
Private Loans	399	4,169,779	427	4,461,330	394	4,489,745
Three and One Half or Four Percent Set Aside**	1,782	4,455,203	1,812	4,613,817	1,776	4,506,010
Other- Private Donor Scholarships	1,155	3,432,531	1,157	3,429,854	1,191	3,937,481

* 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.15.031 requires a minimum of four percent of operating fees be retained by four-year institutions of higher education and a minimum of three and one-half percent of operating fees be retained by the community and technical colleges for the purposes of RCW 28B.15.820.

Attachment B-4

**Cumulative Undergraduate Student
Loan Debt at Graduation**

Institution: 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
2010-11	2,949	1,642	55.67%	\$30,624,871	\$18,651	\$18,544
2011-12	3,146	1,811	57.56%	\$35,982,322	\$19,869	\$19,500
2012-13	3,281	1,885	57.45%	\$37,641,410	\$19,969	\$20,169
2013-14	3,117	1,831	58.74%	\$37,455,419	\$20,456	\$20,124
2014-15	3,139	1,855	59.09%	\$39,702,370	\$21,403	\$21,000
2015-16	Not available until Fall FY17					

*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 2017-19

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:

Total net assignable square feet supported by State Funds:

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		
			Replaced by Project	Renovated in Project		FY 18	FY 19	FY 18	FY 19	FY 18	FY 19	TOTAL
Carver Academic Renovation	20081060	163928	29781	80919	6/1/2017	100%	100%	\$11.62	\$11.88	\$618,509	\$632,349	\$1,250,858
Support Services Bldg		25000	0	0	1/1/2019		50%	\$11.62	\$11.88	\$0	\$148,500	\$148,500
Minor Works Shannon Point		1200	0	0	7/1/2018		100%	\$11.62	\$11.88	\$0	\$14,256	\$14,256
Minor Works Multi Cultural Center		2000	0	0	7/1/2018		100%	\$11.62	\$11.88	\$0	\$23,760	\$23,760
										\$0	\$0	\$0
Poulsbo Marine Science Center		13820	0	0	7/1/2016	100%	100%	\$11.62	\$11.88	\$160,588	\$164,182	\$324,770
										\$0	\$0	\$0
										\$0	\$0	\$0
										\$0	\$0	\$0

**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.*

***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.*

Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 18	FY 19	
091 - Utilities	\$2.49	\$2.54	Estimate based on projected utility costs
092 - Bldg & Utilities Maintenance	\$4.20	\$4.30	Estimate based on APPA estimated % of PRV to operate & maintain buildings
093 - Custodial & Grounds Svcs.	\$3.10	\$3.17	Estimate based on APPA estimated % of PRV to operate & maintain buildings
094 - Ops & Maintenance Support	\$1.83	\$1.87	Estimate based on APPA estimated % of PRV to operate & maintain buildings
TOTAL	\$11.62	\$11.88	