2021-2023 Biennium Internal Budget Proposal Narrative

Division: Academic Affairs

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

College of Business and Economics (CBE) Equity, Inclusion and Diversity (EID) Initiative

☐ **This is a revised version of a previously submitted budget proposal.**

If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

Click here to enter text

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

The College of Business and Economics (CBE) is the third largest college at Western, with five undergraduate departments and ten major areas of study for undergraduates. Yet there is no central space established where prospective and current students can find accessible, consistent answers to their academic and career questions or feel a sense of support and belonging. Student testimony indicates that especially for first-generation and BIPOC students, CBE systems are challenging to navigate, and students often feel as though they don't know where to go for assistance. The CBE Equity Inclusion & Diversity (EID) Initiative would include a CBE Student Success Center and a permanently funded EID Student Advocate team as two critical, related pieces of a multi-pronged, Student Success/EID initiative.

Having an inclusive, welcoming, "one-stop-shop" in Parks Hall, where prospective and current students can easily access degree information, referrals to CBE and Western campus resources, academic and developmental advising, advising for underrepresented students, as well as visiting career services counselors, student leadership and professional development opportunities, open house events with CBE leadership and faculty members, financial aid representatives, and other resources, would improve student recruitment, retention, academic success and satisfaction, and career placement.

While a CBE Student Success Center will benefit all CBE students, it will be particularly helpful for CBE's underrepresented and first-generation students who have communicated to us that they find it difficult to navigate the college and connect with the many resources already available to them. Establishing a dedicated center will enable CBE to better connect with our students, understand their needs, and adapt the services the college provides over time. Additionally, a CBE Student Success Center website will provide publicity about the center, promote its events and services and mirror as many resources as possible to enhance accessibility.

The second, critical component of the CBE EID Initiative is the CBE EID Student Advocate Team. Initiative CBE has a grant-funded pilot program of CBE EID Student Advocates, in which one student representative from each of the five CBE Departments is selected and hired each academic year. These student advocates work closely with the CBE EID Task Force, and serve as a conduit of information from students to College leadership, especially around EID concerns.

Establishing permanent funding for CBE EID Student Advocates will ensure effective student-to-student outreach and engagement, where pressing student concerns can be surfaced and brought to CBE leadership. The team will also facilitate a two-way flow of information involving students--particularly underserved and underrepresented students--in the college decision-making process, enhancing Western's and CBE's priority of shared governance.

Anticipated Outcome(s):

The anticipated outcomes of the establishing and staffing the Student Success Center and funding the EID Student Advocates are improved recruitment and retention of CBE students, improved equity and inclusion at CBE which will lead to improved diversity, reduced time-to-degree, reduced student confusion, increased sense of belonging and accessibility for students in CBE, effective communication of degree/career options, and ultimately, more vital alumni engagement.

Metrics: (How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the Overall Metrics included in the university's strategic plan, please indicate which specific ones here.)

Table 1. Comparison among different colleges (undergraduate only) - % of female, % of first generation, and % of students of color

	17-18				18-19				19-20			
	Total #	% of female	First Gen	Stud of Color	Total #	% of female	First Gen	Stud of Color	Total #	% of female	First Gen	Stud of Color
WWU Undergraduate	10996	58%	32%	18%	11193	58%	32%	18%	11169	58%	31%	18%
CBE	1707	40%	35%	18%	1676	40%	37%	19%	1617	41%	33%	19%
Fairhaven	265	72%	24%	18%	280	67%	25%	23%	257	68%	26%	25%
Fine & Performing Arts	960	65%	30%	18%	996	66%	28%	16%	989	69%	26%	17%
Humanities & Social Science	4248	66%	34%	19%	4331	66%	35%	18%	4340	67%	34%	18%
Huxley College	659	57%	24%	17%	722	58%	24%	18%	695	63%	23%	18%
Interdisciplinary	63	41%	30%	30%	70	44%	29%	29%	88	42%	19%	19%
Science & Engineering	1845	39%	29%	18%	1911	40%	29%	18%	2018	41%	28%	19%
Woodring College Education	647	87%	43%	19%	645	88%	41%	20%	622	89%	42%	17%

From Table 1, the data has shown that CBE and Science & Engineering have similar percentages of female, first generation, and BIPOC students and these percentages are consistent during the last three academic years. However, the percentage of female students is

substantially different from other colleges while the percentage of first generation and BIPOC students are comparable. In addition, CBE's percentage of female, first generation, and BIPOC students have not changed during the last 3 academic years. This implies that CBE has not made much progress in recruiting and retaining the under-represented groups of students.

The CBE Student Success Center will provide students an inclusive, supportive, welcoming, and "one-stop-shop" to access degree information and referrals to other CBE or Western resources. This approach is particularly important to the female, first generation, and BIPOC students.

Metrics:
Quarterly Student Survey (will be developed with Qualtrics): The Student Survey contains 10-15 perceptual questions assessing students' experience of (1) CBE overall diversity, inclusiveness, and equity environment, (2) CBE support services, and (3) concerns and suggestions. The survey link will be emailed to all CBE students at the beginning of each quarter. The perceptual questions all use a 5-point Likert scale with "1" being "Strongly Disagree" and "5" being "Strongly Agree."

Event Survey (will be developed with Qualtrics): The Event Survey contains 10-15 perceptual questions assessing students' experience of (1) overall quality of the event (e.g. workshop, training, seminar, gathering, etc., and (2) concerns and suggestions. The survey link will be emailed to all CBE students at the beginning of each quarter. The perceptual questions all use a 5-point Likert scale with "1" being "Strongly Disagree" and "5" being "Strongly Agree."

Rationale for the Surveys and Use of Data for Improvements
Surveys will be used to determine if CBE is meeting the needs and providing support for students, including the under-represented students. The quarterly data will provide insights to examine if CBE is trending in the right direction. The data will be used to make changes to the resources available to CBE students

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

CBE's most recent strategic plan is here: https://provost.wwu.edu/files/2020-03/CBE%20Strategic%20Plan%202018-25.pdf Funding of a CBE Student Success Center/CBE EID Student Advocates would help address the CBE goals of increased diversification of faculty, staff and students and enhancing student success.

The initiative will also address Western's goals of advancing inclusive success, increasing Washington impact and enhancing academic excellence, as listed here: https://provost.wwu.edu/strategic-plan-2018-2025

How does this proposal support the University Mission and Strategic Objectives? *(Please refer to the 2018-2025 Strategic Plan and indicate which core theme(s) this proposal will help achieve.)*

Establishing a CBE Student Success Center will further Western's Strategic Plan with particular respect to Goal # 3 (*fostering a caring and supportive environment where all members are respected and treated fairly*) and Goal #4 (*transforming policies, structures, and practices to ensure meaningful inclusion*). CBE's EID Task Force is aware from personal testimony that some BIPOC students initially pursue a degree in CBE but then change course due to feeling

excluded from the college. The same sort of difficulties are faced by first-generation students, who may need more clarity around degree offerings and next-steps. Providing a center where all CBE students feel a sense of belonging and have access to resources designed to facilitate a successful experience in CBE will elevate the inclusivity of the college, reduce student confusion and increase retention and success.

Establishing permanent funding of the CBE EID Student Advocate positions will allow continued student-to-student outreach and engagement, and bring the issues of underrepresented students to the forefront. As stated in Western's Underrepresented Student Needs Assessment Project (https://sjec.wwu.edu/underrepresented-student-needs-assessment-project):

1. Improving conditions for the most marginalized students at Western will improve the experience of all students through innovation.
2. We need to meet students' most basic needs for them to thrive, and in some cases survive.
3. If the university is going to be successful in the future, it needs to be creating positive experiences for diverse students now.
4. To improve the experiences of Western Washington University's underrepresented students, we must first address our condition/status/culture as a predominantly white institution (PWI).

CBE intends to address these issues with both the Student Success Center and with the EID Student Advocates program. A specific need identified in the Assessment was that knowledge of existing resources and support from the university is a requirement for students, and though CBE has tried to ensure this, the CBE community understands from student feedback that a staffed Student Success Center, where all students feel welcome and receive guided information and assistance, would improve this knowledge. Students don't always know what they don't know, and combing through online resources doesn't always reveal the information they need. CBE already experiences very lean staffing compared to other colleges at the University, and adding the staffing requested in this proposal would allow CBE to adequately address student needs.

What are the consequences of not funding this proposal?

If this proposal is not funded, prospective and current CBE students will continue to be underserved and to feel disenfranchised. Washington State's, Western's, and CBE's goal of increasing inclusivity and reducing student barriers will be impeded. Students will continue to drop out of business degrees in favor of more inclusive college offerings. Future business students will lack academic, personal and professional development opportunities that a Student Success Center could bring to them. Recruitment, retention and student satisfaction at CBE will be negatively affected. The CBE EID Student Advocates will be disbanded, and that conduit of information for both CBE leadership, faculty, and students will disappear.

What alternatives were explored?

CBE has a student success specialist, and while that staff position has improved outreach and guidance for CBE students, a single staff member is not adequate to serve an entire college. CBE also hired a part-time underrepresented student advisor, and that position has also improved outreach and guidance for students, but a single staff member in this role also cannot provide for all CBE student needs. Initial funding for the hourly pay for five CBE EID Student Advocates for the 2020-21 academic year was secured through a grant from the Social Justice

Equity Fund. This funding is non-renewable. As a part of the work the student team did this academic year, one of the team recommendations was to establish a Student Success Center. Additional information gathered by the CBE EID Task Force revealed gaps in resources and services for underrepresented students. The establishment of a staffed Student Success Center, and the permanent funding of the Student Advocate team, were identified as effective solutions for those students and all other CBE students.

Which units (departments, colleges, etc.) will be involved?

College of Business and Economics, with peripheral involvement of campus resources as visiting services (Student Outreach Services, Financial Aid, Career Services, Veteran's Services, LGBTQ+ Director, and additional campus resources.)

Equipment needed:

The equipment required for the Student Success Center is a computer for the Administrative Assistant staff position. The associated costs are listed in the Operating Costs table below.

For major (>$25k) purchases, please provide the following information.

Item:

Click here to enter text

Purpose:

Click here to enter text

Cost:

Click here to enter text

Anticipated Useful Life:

Click here to enter text

Replacement Cost if any:

Click here to enter text

Human Resources *(Complete the table below adding additional rows if necessary)*:

Position Title	Headcount	Total FTE	Salary & Benefits/FTE	Total Cost
Administrative Assistant 1 (Assumes midrange salary)	1	1	$57,420	$57,420

CBE EID Student Advocates *($15/hr for 10 hrs/month-- fall, winter, spring qtrs)*	5	0.7	$1,855	$9,277
Total Annual Cost				**$66,696**

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

The initial start-up costs associated with getting the Student Success Center established are listed in the table below. There will be no charge for the installation of technology equipment, as that is one of the existing responsibilities of the CBE IT Manager on staff. Ongoing maintenance will require upgrading technology (standard technology replacement schedule for PCs is every four years) and replacing furniture as needed.

Operating Costs

Initial Start-up Costs	
Desk (2)	$1,000
Chairs (6)	$2,000
Computer and accessories (2)	$4,100
Space Renovation	$5,500
Subtotal	*$12,600*
Ongoing Operating Costs	
Telephone service--annual (2)	$140
Informational literature (annual)	$1,000
Subtotal	*$1,140*
Total operating costs in year 1	**$13,740**

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)

There is no additional space needed, as Parks Hall 45 (a common area on the ground floor of Parks Hall) and adjoining offices already exist.

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

The existing space has most of what is required, with the exception of a small reception desk, chair, and associated IT equipment (computer/headset), a desk/computer/telecom setup for the third office in the space and four additional chairs to accompany the existing computers in the space. The common room will also need minor renovations to create a welcoming, inclusive space. All renovations are non-structural and include things such as posters of CBE students with inclusive messaging.

What needs can be accommodated within your existing space?

All needs can be accommodated within existing space

How much new space will be required?

None