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August 29, 2008

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

Dear Governor Gregoire:

I am pleased to submit Western Washington University's 2009-2011 Operating Budget Request. In preparing our request, we have carefully aligned our proposals with the goals of the Higher Education Coordinating Board's *2008 Strategic Master Plan for Higher Education in Washington*, and we continue to respond to your vision of working to achieve a world-class, learner-focused education system.

This operating budget request represents our best efforts to respond to the needs of the citizens of the State and to the economic health of our State and region. Our 2009-2011 operating budget goals are listed below:

- 1) Responding to state needs by increasing enrollments and graduates through
 - *Expanding Western's physical capacity for new enrollments through continuing to partner with the Port to develop a Bellingham waterfront campus;*
 - *Increasing general enrollments by 175 average annual FTE per year;*
 - *Investing in high demand fields (Financial Economics, ESL-Bilingual Education and GIS/Spatial Science); and*
 - *Expanding our Digital Archives and Electronic Records Management program.*
- 2) Helping to meet state needs in health care through
 - *Producing more speech-language pathology assistants*
- 3) Responding to state needs by helping more people achieve degrees, by raising educational attainment, and by encouraging the language of possibilities through
 - *Leadership Advantage;*
 - *TeachWashington;*
 - *The Center for Law, Diversity and Justice;*
 - *Student Teachers Enhancing Possibilities (STEP); and*
 - *Destination Graduation*
- 4) Promoting economic growth and innovation through
 - *Investment in a new minor in entrepreneurship open to all Western students; and*
 - *Establishing the Washington Biodiversity Institute at Western, in order to coordinate statewide biodiversity science and education, a need recognized by your administration;*

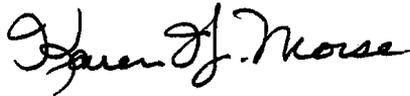
- 5) Ensuring that Western is safe for students, faculty and staff by
 - *Investing in Safe Campus Initiatives*
- 6) Achieving competitive compensation for Faculty, Professional Staff and Classified staff, including recruitment and retention funds for Faculty and Professional Staff.

Western is requesting \$188.4 million in state appropriations for 2009-2011 (\$175.4 million in General Fund-State and \$13 million from the Education Legacy Trust Account), an increase of \$49 million from the current biennium. Additionally, we are requesting the continuation of \$3.6 million from the Education Construction Account for operating budget expenditures associated with routine building maintenance and repairs.

We hope you will agree with us that this investment in Western Washington University will help move our State towards achieving your goal of "a world-class education system" that will transform the current education system, be meaningful for students, and inspire our citizens.

Thanks to you and your staff for your serious consideration of this budget request and your continued support of Western Washington University.

Sincerely,



Karen W. Morse
President

KWM/dc
Enclosures

cc: Bruce Shepherd, WWU President Designate

WESTERN WASHINGTON UNIVERSITY
2009-2011 Operating Budget Request
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WESTERN WASHINGTON UNIVERSITY

ENGAGED EXCELLENCE

VISION: Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

MISSION: *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive *Western Experience*.

WESTERN VALUES: Western's mission and strategic objectives are supported by the following core values:

Excellence: Western attains and recognizes excellence in all facets of operation.

Engagement: Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

Diversity: Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

Community Service: Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the *Western Experience* for all.

Integrity: Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

Innovation: Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.

STRATEGIC OBJECTIVES:

- To demonstrate engaged excellence:
 - In interactive learning and the active participation of students in scholarly and creative activities.
 - In supporting teacher-scholars who integrate the highest quality teaching, scholarship, and creative activities.
 - In civic engagement by developing leadership, effective citizenship, and social responsibility in all members of the campus community.
 - As a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds.
 - In environmental stewardship and sustainable practices through our programs, scholarship, and actions.

STRATEGIC ACTIONS:

These actions are designed to enhance Western's institutional effectiveness in fulfilling its mission, meeting its strategic objectives, and providing an effective foundation for the *Western Experience*.

- *Recruit and retain high quality students.* High quality and diverse students enhance the *Western Experience* for all. Western remains committed to continuing to recruit highly talented students, despite an increasingly competitive environment. Therefore:
 - The University should enhance the financial resources available for student recruitment.
 - The University should enhance recruitment efforts for targeted populations.
 - The University should improve the student-faculty ratio and add staff, where warranted, to enhance students' academic experience. The University and its units should develop policies that improve access to courses and majors and make entry requirements for majors more predictable.

- The University should improve delivery of advising services, especially for undecided and transfer students.
 - The University should improve international, cross-cultural, and interdisciplinary opportunities for students.
 - The University and its units should incorporate assessment of student learning outcomes.
 - The University should continue to promote the health and wellness of community members through educational and recreational and fitness opportunities.
- *Recruit and retain high quality faculty and staff.* High quality faculty and staff are crucial for providing students an integrated *Western Experience*. The University faces an increasingly competitive national marketplace for the services of faculty and staff. Therefore:
- The University needs to maintain ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff.
 - The University needs to strengthen its system of recognizing and rewarding excellence in teaching, scholarship, and creative activities for faculty and staff.
 - The University needs to devote more resources to support innovative teaching, high quality scholarly and creative activities, and collaborative and interdisciplinary activities.
 - The University needs to enhance its emphasis on increasing the diversity of its faculty and staff through recruitment, retention, and exchange opportunities.
 - Internally, units need to support faculty and staff by clarifying expectations and rewards for professional development in teaching, scholarship, creative activities, and service and by facilitating employee efforts to balance those expectations.
 - Units need to identify ways to facilitate and recognize staff efforts to serve the needs of the campus community.
 - The University should devote attention to how it might respond to the high cost of housing for faculty and staff.
- *Maintain growth trajectory and improve enrollment management.* Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth. Therefore:
- The University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013. If the University desires additional growth, it should consider such options as developing additional capacity on the waterfront or expanding Extended Programs.
 - The University should improve the student-faculty ratio and add staff, where warranted, to enhance the academic experience of students.

- Units should develop a clear plan for enrollment capacity at the unit level, and this should be linked to distribution of resources across units.
- The University should undertake a study of the role of graduate education and its relative scope and scale, then design a plan for its future development.
- *Build collaborative relationships with off-campus communities.* Western places a high value on connections with the broader community, its role in serving the needs of the broader community, and the 'real-life' laboratory that the broader community provides. Therefore:
 - The University should provide improved structure to facilitate civic engagement, leadership development, effective citizenship, and social responsibility in its members.
 - Units should seek to increase the scope of existing outreach and collaborative programs, where feasible, and should consider building broader connections to regional, national, and global communities through such activities as internships, applied scholarship, service learning, and community service.
 - The University should increase involvement of alumni and other volunteers with students in academic departments.
 - The University should engage students and alumni in ways that ensure their lifelong connection to Western.
 - The University should engage friends and other constituents in ways that develop enduring relationships with Western.
 - The University should seek new relationships and strengthen existing ones with other organizations interested in developing and implementing sustainable practices.
 - The University should continue collaborating with the local community in developing and implementing sustainable practices and increasingly serve as a resource for sustainable development.
- *Become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies.* Diversity remains one of the central values of the *Western Experience*. Therefore:
 - The University should strive to become more diverse through recruitment, hiring, and exchange efforts. The University should develop more avenues for campus community members to experience different communities – locally, nationally, and internationally.
 - Units should integrate the study of different cultures and diverse societies more fully across the curriculum.
- *Develop and maintain campus infrastructure.* Since an aesthetically beautiful and well maintained campus continues to be one of Western's strongest assets, the University has a responsibility to maintain the beauty and functionality of its campus. Therefore:

- The University should enhance information resources, especially the library, and maintain technological currency to strengthen support for educational and scholarly activity.
 - The University should develop or redevelop current and future spaces to be flexible, efficient, and sustainable.
 - The University should continue efforts to ensure that the campus environment remains healthy, safe, and secure.
 - The University should ensure that maintenance programs sustain the beauty of the campus and the functionality of the existing facilities.
- *Improve communication throughout the University.* As Western has grown in size, scope and complexity, effective communication among its units and members has emerged as an important challenge. Therefore:
- The University should increase opportunities for formal and informal interaction among members of the campus community.
 - The University should expand efforts to ensure that decisions are made openly, pathways toward decisions are clear and understood, and effective mechanisms for sharing information are maintained.
 - The University should encourage interdisciplinary initiatives and eliminate communication and other barriers to such initiatives.
- *Promote the effective management of resources.* Western is committed to demonstrating accountability and the effective stewardship of resources. Therefore:
- The University should promote effective management of its resources and demonstrate consistent accountability to all of its stakeholders.
 - The University should continue to take a leading role in developing and implementing sustainable practices in consumption, transportation, and facilities.
- *Increase and diversify funding.* Since Western can no longer rely exclusively on the traditional mix of funding sources from state support and tuition, additional resources will be needed to pursue new initiatives. Therefore:
- The University should continue to provide proposals to the Executive and Legislative branches of the government for increased investment in public higher education.
 - All units should be encouraged to seek alternative funding sources, including enhanced support from external grants and contracts, participation in federal initiatives, private philanthropic support through the WWU Foundation, and possibly broadened recruitment efforts or expansion of self-sustaining programs.
 - University Advancement will actively pursue strategies to encourage increased alumni, parent, corporate, foundation, and community support.

➤ *Self-Assess and Develop Outcomes.* To achieve the strategic objectives, Western and its units need to focus energy and resources to support the 2006 Strategic Plan.

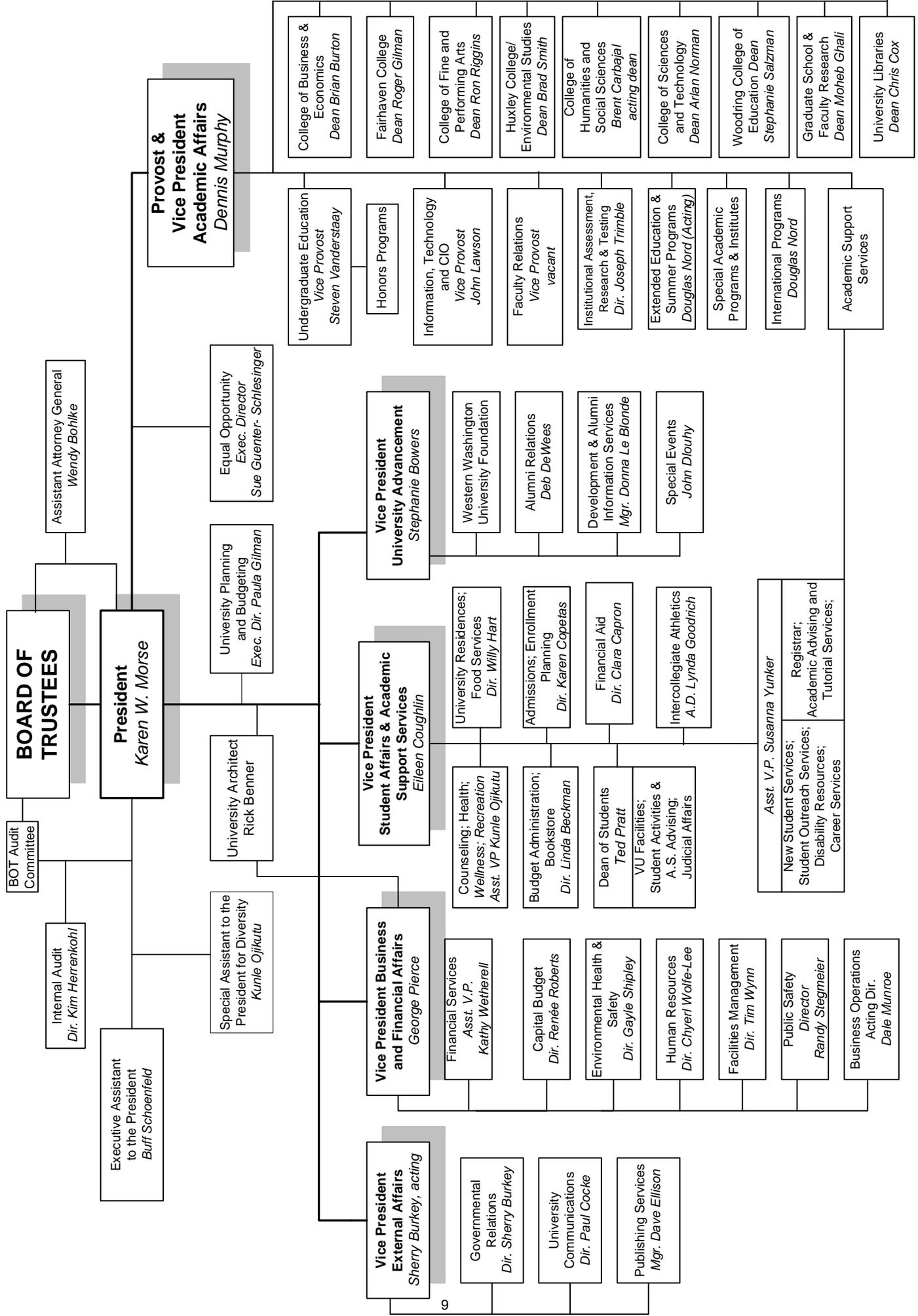
Therefore:

- The University and its units should assess how well programs are aligned with Western's strategic objectives and, if need be, reallocate resources to better support those objectives.
- Units should develop expected outcomes with measurable indicators that will allow them to assess their progress in achieving the University's strategic objectives.
- The University should clarify and strengthen the processes that make use of this plan so that decisions based on this plan are transparent and the plan remains a living document adapted to Western's changing needs, opportunities, and challenges.
- The 2006 Strategic Plan should be reviewed every two years as part of the University's biennial budget development process and revised at least every three biennia.

Western Washington University			
	1999-04 Baseline Performance	2006-07 Performance	Six-year Target (2010-11)
Number of bachelor's degrees awarded	2662	3037	3129
Number of bachelor's degrees awarded in high-demand fields	222	360	399
Number of advanced degrees awarded	340	342	377
Six-year graduation rates for first-time, full-time freshman students	61.6%	65.8%	65.0%
Three-year graduation rates for transfer students with an associate degree from a Washington community college	58.1%	66.9%	66.0%
Freshman retention rates	80.4%	83.9%	85.0%
Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree	95.0%	94.7%	96.0%

Six-year Targets revised in August 2007

WESTERN WASHINGTON UNIVERSITY



380 - Western Washington University

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.

	FY 2010	FY 2011	Biennial Total
FTE's	376.5	382.8	379.7
GFS	\$17,697,300	\$20,542,290	\$38,239,590
Other	\$18,664,982	\$19,296,087	\$37,961,069
Total	\$36,362,282	\$39,838,377	\$76,200,659

Statewide Result Area: Improve the value of postsecondary learning

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.

Expand technology based instruction, both on-campus and at a distance through such strategies as expanding faculty development and use of instructional technologies, enhance student computer competence and use, and enhancing the use of technologies.

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: 2009-11 Activity Version: CB - 2009-2011 Current Biennium Base

	FY 2010	FY 2011	Biennial Total
FTE's	1,302.0	1,342.3	1,322.2
GFS	\$64,688,900	\$71,329,300	\$136,018,200
Other	\$55,901,264	\$57,904,215	\$113,805,479
Total	\$120,590,164	\$129,233,515	\$249,823,679

Statewide Result Area: Improve the value of postsecondary learning

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.

Freshman retention rates.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	85%		
	4th Qtr	84.7%		

Graduation Efficiency Index - the minimum credits a student must take to obtain a degree divided by the number of credits actually taken.

The GEI is a measure of the minimum credits a student must take to obtain a degree, divided by the number of credits actually taken, adjusted for credits earned at other institutions. A GEI of 100 means that all credits attempted count toward a degree.

Number of bachelor's degrees awarded in high-demand fields.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	399		
	4th Qtr	389		

Number of advanced degrees awarded.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	377		
	4th Qtr	368		

Number of bachelor's degrees awarded.

Appropriation Period: 2009-11 Activity Version: CB - 2009-2011 Current Biennium Base

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	3,129		
	4th Qtr	3,106		

Number of undergraduate degrees divided by the number of upper division student FTEs.

Faculty productivity measure divides the number of undergraduate degrees by the number of upper division student FTEs.

Percent of freshman graduating in five years or less.

Five year graduation success is defined by the percentage of freshman graduating in five years or less.

Percent of students returning to the same institution the following year; measured from Fall to Fall.

Undergraduate retention is the percentage of students returning to the same institution the following year; measured from Fall to Fall.

Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	96%		
	4th Qtr	95.7%		

Six-year graduation rates for first-time, full-time freshman students.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	65%		
	4th Qtr	65%		

Three-year graduation rates for transfer students with an associate degree from a Washington community college.

Biennium	Period	Target	Actual	Variance
2009-11	8th Qtr	66%		
	4th Qtr	66%		

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.

	FY 2010	FY 2011	Biennial Total
FTE's	203.3	203.3	203.3
GFS	\$523,200	\$577,900	\$1,101,100
Other	\$26,608,854	\$27,601,398	\$54,210,252
Total	\$27,132,054	\$28,179,298	\$55,311,352

Statewide Result Area: Improve the value of postsecondary learning

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 2010	FY 2011	Biennial Total
FTE's	1,881.8	1,928.4	1,905.1
GFS	\$82,909,400	\$92,449,490	\$175,358,890
Other	\$101,175,100	\$104,801,700	\$205,976,800
Total	\$184,084,500	\$197,251,190	\$381,335,690

Activity Inventory Indirect Cost Allocation Approach

Agency: 380 - Western Washington University

Date: September 1, 2008

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 Dollars 2009-10	Estimated Dollars 2010-11	Estimated Dollars 2009-11
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).	11.7%	\$ 3,876,795	\$ 4,154,085	\$ 8,030,880
A002 Instruction	Classroom instruction, library services, primary support services, scholarship, public service, student support services, operation and maintenance of campus facilities, technology services & support.	73.5%	\$ 24,354,225	\$ 26,096,175	\$ 50,450,400
A003 Research	Research and Sponsored Research	14.8%	\$ 4,903,980	\$ 5,254,740	\$ 10,158,720
TOTAL		100.000%	\$ 33,135,000	\$ 35,505,000	\$ 68,640,000

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, 2008, subject to change. Rates include general administration, plant operations, library, department administration, computer centers, and use allowances. Please contact University Planning and Budgeting at Western, if there are questions concerning this form and to verify updates and appropriate use.

**State of Washington
Recommendation Summary**

Agency: 380 Western Washington University

9:29:47AM
8/29/2008

Dollars in Thousands

	Annual Average FTEs	General		
		Fund State	Other Funds	Total Funds
2007-09 Current Biennium Total				
CL 01 2009-2011 Carry Forward	1,778.8	139,386	200,240	339,626
Total Carry Forward Level	1,778.8	139,386	200,240	339,626
Percent Change from Current Biennium				
M1 90 Maintenance Level Revenue				
Carry Forward plus Workload Changes	1,778.8	139,386	200,240	339,626
Percent Change from Current Biennium				
M2 8L Lease Rate Adjustments		128		128
M2 8U Utility Rate Adjustments		1,026		1,026
M2 9P Pension Adjustments, non rate		208		208
M2 MA Attorney General Fees		40		40
M2 MB Health Care Benefits to Part Time		108		108
M2 MC Rent Instructional Dance Program		96		96
M2 MD Tech Adj for AIC Facilities Maint		402		402
M2 ME WWURP Retirement Plan Adjustments		144		144
M2 MF Maintenance Operating to Capital	27.0		3,614	3,614
M2 MG Facilities Maintenance & Operating		1,206		1,206
Total Maintenance Level	1,805.8	142,744	203,854	346,598
Percent Change from Current Biennium				
PL AA Safe Campus Initiative	6.5	1,332		1,332
PL AB Waterfront Partnership	2.0	1,429		1,429
PL AC TeachWashington	7.3	1,334		1,334
PL AD Leadership Advantage	3.7	1,117		1,117
PL AE Destination Graduation	10.0	1,537		1,537
PL AF Expand Childcare on Campus	3.5	394		394
PL AG Center for Law, Diversity & Justice	3.3	745		745
PL AH Student Teachers Enhancing Possibil		529		529
PL AI Entrepreneurship and Technological	6.0	1,241		1,241
PL AJ Speech-Language Disorders	4.7	1,080		1,080
PL AK Digital Archives & Electronic Recor	2.5	464		464
PL AL Washington Biodiversity Institute	6.8	1,796		1,796
PL BM General Enrollment Growth	33.0	4,746	1,702	6,448
PL BN High Demand - Financial Economics	3.2	696	118	814
PL BP High Demand - ESL Bilingual Edu	3.0	488	214	702
PL BQ High Demand - GIS & Spatial Science	4.0	428	89	517
PL CR Faculty Compensation		8,309		8,309
PL CS Exempt Professional Compensation		3,201		3,201
PL CT R & R for Faculty & Exempt Prof.		1,750		1,750
PL CU Bargaining Unit A-WFSE Clerical				
PL CV Bargaining Unit B-WFSE Trades				
PL CW Bargaining Unit PTE-PSE Prof & Tech				
PL CX Bargaining Unit D-PSE Supervisory				
PL CY Bargaining Unit E-WFSE Supervisory				
Subtotal - Performance Level Changes	99.4	32,616	2,123	34,739
2009-11 Total Proposed Budget	1,905.1	175,360	205,977	381,337
Percent Change from Current Biennium	7.1%	25.8%	2.8%	12.2%

M2 8L Lease Rate Adjustments

Funding is requested to adequately address the increased costs of facility rent, utilities, building security and other building operations.

M2 8U Utility Rate Adjustments

Western's utility expense in 2009-10 is estimated to rise 6.3%, or \$252,000, due to increases in the natural gas contract and projected electricity rate increases. Utility expenses in 2009-11 are estimated to rise an additional 12.3%, or \$522,000, due to continued increases in electricity rates, the negotiation of a new contract for the highly volatile natural gas market and above-inflation rise in cost of water and solid waste disposal.

M2 9P Pension Adjustments, non rate

Western requests funding to cover the increased costs associated with retirement plan premiums for employees in the University Retirement Plan program (e.g. TIAA/CREF). This includes all faculty and exempt staff. Premium costs rise as employees move from the 5 percent plan to the 7.5 percent plan (upon reaching age 35) and from the 7.5 percent plan to the 10 percent plan (upon reaching age 50).

M2 MA Attorney General Fees

A technical adjustment in the amount of \$40,000 for the biennium or \$20,000 per year is requested at this time to fund the rate increase for legal services provided by the Attorney General's Office for the 2007-2009 biennium. This is a technical correction that was not funded in the 2008 supplemental: it was supported then by the AGO.

M2 MB Health Care Benefits to Part Time

Funding is requested to provide health care benefits to part-time classified and professional staff at Western.

M2 MC Rent Instructional Dance Program

Funding is requested to address off-campus leased rental space for Western's instructional dance program. Adequate space for the dance program is not available within Western's facilities; therefore a 4,359 square feet off campus leased facility houses the dance program.

M2 MD Tech Adj for AIC Facilities Maint

A technical adjustment to the carry forward level for the Academic Instructional Center (AIC) is requested. Funding was provided during the 2007-2009 biennium at 83% for occupancy in September 2008. To fully fund the operations and maintenance of the AIC building 17% carry forward funding is requested during the 2009-2011 biennium.

M2 ME WWURP Retirement Plan Adjustments

Funding is requested to implement WWU's retirement plan due to a combination of legal, policy and management considerations. WWU's retirement plan will now allow individuals who have retired from other Department of Retirement Systems (DRS) plans to participate in the University Retirement plan (URP) if they meet the eligibility requirements of the plan.

M2 MF Maintenance Operating to Capital

Implemented by the state in 2003-2005, and expanded in 2005-2007, a total amount of \$1,807 million per year (\$3,614 million for the biennium) in operating costs related to building maintenance and repair was shifted from General Fund-State support to the capital budget's Education Construction Account. Per instructions from OFM, this funding shift to ECA is reflected in Western's 2009-2011 biennial operating budget request as a maintenance package in fund 253.

M2 MG Facilities Maintenance & Operating

On-going funding is requested to adequately address the operations and maintenance impacts associated with facilities constructed or expanded during the 2009-2011 biennium. One-time costs are also requested to assist with basic facility setup associated with construction.

PL AA Safe Campus Initiative

The safety and well-being of Western's campus can best be protected by a combination of actions. Student Affairs staff and Campus police officers will work together to proactively educate members of the campus community; assess and manage threats; and monitor and track students of concern.

PL AB Waterfront Partnership

Western Washington University is working with the Port of Bellingham and the City of Bellingham to redevelop the Bellingham waterfront, which has been vacated by Georgia Pacific. This project, which will move Huxley College of the Environment and other programs to newly constructed waterfront facilities over time, will enable Western to expand its enrollments in high demand fields both on campus and at the waterfront to serve the state's need to expand access to higher education and to more effectively contribute to the economic development of the area and the State.

PL AC TeachWashington

TeachWashington builds on the existing close collaboration between the College of Sciences and Technology and the Woodring College of Education, working across grades K-16, to increase the quantity and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

PL AD Leadership Advantage

The Leadership Advantage Program is designed to utilize Western's strategic commitment to engaged excellence as a tool to increase recruitment and retention of undergraduate students while developing their leadership potential.

PL AE Destination Graduation

Destination Graduation seeks to promote the efficient graduation of Western students, and help them earn their degrees in a more timely manner by providing: 1) outreach and intervention to students who've left Western in good academic standing prior to degree completion, to enable them to return to the university and successfully graduate; 2) increased support services to ensure the graduation of students with disabilities that may interfere with their academic performance; 3) academic mentoring for first-generation students; and 4) cohesive, targeted academic and career advising for transfer students including increased collaboration with Western's primary "feeder" community colleges; and financial aid intervention and advising designed to reduce student loan indebtedness.

PL AF Expand Childcare on Campus

Maintaining quality, affordable child care for student parents is critical to student retention and success. With the growth of student enrollment and the shifting demographics toward at-risk and underrepresented populations, demand for affordable campus child care at Western is increasing. Through targeted investment in childcare, Western will be prepared to meet this growing demand.

PL AG Center for Law, Diversity & Justice

There is a documented shortage of minorities and other under-represented groups in the legal profession in Washington. Western's Center for Law, Diversity and Justice is poised to play a significant role in reversing this trend by developing a rich and relevant program of learning for undergraduates and a vigorous high school recruiting program.

PL AH Student Teachers Enhancing Possibil

WWU requests funding for Student Teachers Enhancing Possibilities (STEP), an innovative program for recruiting traditionally underrepresented students to higher education. In partnership with P-12 schools, Western student teachers (education students completing their culminating teaching internships) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western's future teachers will "open eyes and doors" to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms

PL AI Entrepreneurship and Technological

Entrepreneurship and Technological Innovation is designed to improve access by students, faculty, and the community to entrepreneurial activity, concentrating in two distinct areas of great importance to the region: 1) technological innovation and 2) social entrepreneurship. An all-campus minor in entrepreneurship is part of this proposal.

PL AJ Speech-Language Disorders

The primary goal of Meeting State Needs for Speech-Language Disorders is to expand Western's successful speech-language pathology academic and clinical programs in the Communication Sciences and Disorders Department, preparing more undergraduates for careers as Speech-Language Pathology Assistants and preparing more graduate students for careers in speech-language pathology.

PL AK Digital Archives & Electronic Recor

In order to address adequately the challenges of the modern digital world, and to provide the enhanced level of instruction that employers and prospective students demand, Western is now proposing to establish a Digital Archives and Electronic Records Management Program Track, within its Department of History graduate program in Archives and Records Management.

PL AL Washington Biodiversity Institute

Building on Western's existing strengths in biodiversity science and science education, this proposal seeks to establish the Washington Biodiversity Institute at WWU, a biodiversity science center anticipated and recognized by the Washington Biodiversity Council as critical to coordinating statewide biodiversity science and education efforts.

PL BM General Enrollment Growth

For 2009-2011, increase Western's budgeted enrollment level by 175 FTE average annual students each year of the biennium. Total budgeted enrollments for Western would grow from 12,175 in 2008-09 to 12,350 FTE for 2009-10 and then to 12,525 for 2010-11.

PL BN High Demand - Financial Economics

To address business needs in the state of Washington, Western is seeking state support for additional enrollments in its new Financial Economics major. State support for 14.00 FTE student enrollments is requested for 2009-10 and for an additional 5.00 FTE in 2010-11 (19.00 FTE total for 2009-2011).

PL BP High Demand - ESL Bilingual Edu

To address critical state shortages in teachers trained in English as a Second Language (ESL) and bilingual education, Western is seeking state support for additional enrollments in TESOL (Teaching English to Speakers of Other Languages). State support for 25.00 FTE is requested for 2009-10 and for an additional 10.00 FTE in 2010-11 (35.00 FTE total in 2009-2011).

PL BQ High Demand - GIS & Spatial Science

To address corporate needs for scientific inquiry in the state of Washington, Western is seeking state support for additional enrollments in GIS and Spatial Science. State support for 10.00 FTE is requested for 2009-10 and for an additional 5.00 FTE in 2010-11 (15.00 FTE total in 2009-2011).

PL CR Faculty Compensation

WWU requests General Fund-State equivalent to an average increase of five percent per year for all faculty. Faculty compensation at Western continues to lag behind the peer-group average of comparable public universities as defined by the HECB and behind Western's Global Challenge State peer institutions. Western's commitment to the highest quality learning environment begins with retaining its highly qualified faculty through competitive compensation.

PL CS Exempt Professional Compensation

WWU requests General Fund-State equivalent to an average of five percent per year for all Exempt Professional Staff. Western's commitment to the highest quality learning environment includes recruiting and retaining its highly qualified diverse Exempt Professional Staff through competitive compensation and fostering a performance-based workplace culture.

PL CT R & R for Faculty & Exempt Prof.

As the national employment market conditions for higher education continue to improve, and the cost of living in Bellingham explodes, Western is requesting significant state investment in a recruitment and retention funding pool.

PL CU Bargaining Unit A-WFSE Clerical

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

PL CV Bargaining Unit B-WFSE Trades

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

PL CW Bargaining Unit PTE-PSE Prof & Tech

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

PL CX Bargaining Unit D-PSE Supervisory

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

PL CY Bargaining Unit E-WFSE Supervisory

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

001-1 General Fund - Basic Account-State	3,699	3,716	3,711	3,729	4,351	4,803
08A-1 Education Legacy Trust Account-State	347	347	347	347	347	347
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	131	134	131	134	131	134
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	3,233	3,340	3,233	3,340	3,273	3,413
Total All Funds - Program 050	7,410	7,537	7,422	7,550	8,102	8,697
Biennial Total All Funds - Program 050	14,947	14,947		14,972		16,799

Program: 060 Student Services

FTEs	185.1	185.4	185.1	185.4	198.6	200.9
FTEs-Annual Average	185.3	185.3		185.3		199.8

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	5,605	5,631	5,623	5,650	6,815	7,449
08A-1 Education Legacy Trust Account-State	525	525	525	525	525	525
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	6,634	6,799	6,634	6,799	6,634	6,799
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	2,880	2,975	2,880	2,975	2,940	3,086
Total All Funds - Program 060	15,644	15,930	15,662	15,949	16,914	17,859
Biennial Total All Funds - Program 060	31,574	31,574		31,611		34,773

Program: 080 Institutional Support

FTEs	209.7	210.9	209.7	210.9	212.7	216.9
FTEs-Annual Average	210.3	210.3		210.3		214.8

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	9,318	9,359	9,368	9,411	10,980	12,117
08A-1 Education Legacy Trust Account-State	873	873	873	873	873	873
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	1,240	1,271	1,240	1,271	1,240	1,271
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	7,098	7,334	7,098	7,334	7,197	7,519
Total All Funds - Program 080	18,529	18,837	18,579	18,889	20,290	21,780
Biennial Total All Funds - Program 080	37,366	37,366		37,468		42,070

Program: 090 Plant Operations and Maintenance

FTEs	134.8	135.9	161.8	162.9	163.8	165.9
FTEs-Annual Average	135.4	135.4		162.4		164.9

Fund - Appropriation Type

001-1 General Fund - Basic Account-State	4,965	4,987	5,859	6,984	6,718	8,426
08A-1 Education Legacy Trust Account-State	465	465	465	465	465	465
148-6 Inst of Hi Ed-Dedicated Local Acct-Non-Appropriated	209	216	209	216	209	216
149-6 Inst of HI ED-Operating Fees Acct-Non-Appropriated	6,820	7,046	6,820	7,046	6,873	7,145
253-1 Education Construction Account-State			1,807	1,807	1,807	1,807
Total All Funds - Program 090	12,459	12,714	15,160	16,518	16,072	18,059
Biennial Total All Funds - Program 090	25,173	25,173		31,678		34,131

Program: 100 Sponsored Research

FTEs	195.0	195.0	195.0	195.0	195.0	195.0
FTEs-Annual Average	195.0	195.0		195.0		195.0

Fund - Appropriation Type

145-6 Inst of Hi Ed-Grants/Contracts Acct-Non-Appropriated	26,187	27,163	26,187	27,163	26,187	27,163
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**WESTERN WASHINGTON UNIVERSITY
2009-2011 Biennial Operating Budget Request**

Decision Packages (not listed in priority order)

A Program Enhancements

- Safe Campus Initiative
- Waterfront Partnership
- Teach Washington
- Leadership Advantage
- Destination Graduation
- Expand Childcare on Campus
- Center for Law, Diversity and Justice
- Student Teachers Enhancing Possibilities
- Entrepreneurship and Technological Innovation
- Meeting State Needs for Speech-Language Disorders
- Digital Archives and Electronic Records Management
- Washington Biodiversity Institute

B Enrollment Growth

- General Enrollment Growth (140 FTE Undergraduate + 35 FTE Graduate)
- High Demand - Financial Economics
- High Demand - ESL-Bilingual Education
- High Demand - GIS and Spatial Science

C Compensation - Faculty, Exempt Professional Staff, and Classified Staff

- Compensation Increases for Faculty
- Compensation Increases for Exempt Professional Staff
- Recruitment and Retention Funding for Faculty/Exempt Professional Staff
- Bargaining Unit A - WFSE Clerical
- Bargaining Unit B - WFSE Trades
- Bargaining Unit PTE - PSE Professional Technical Employees
- Bargaining Unit D - PSE Supervisory and Non-Supervisory Units
- Bargaining Unit E - WFSE Supervisory Trades

TOTAL

	Faculty/Staff		GENERAL FUND-STATE		TOTAL	Enrollments	
	2009-10	2010-11	2009-10	2010-11	2009-2011	2009-10	2010-11
	6.00	7.00	\$690,536	\$641,215	\$1,331,751		
	2.00	2.00	\$694,067	\$735,045	\$1,429,112		
	6.50	8.00	\$604,480	\$729,728	\$1,334,208		
	3.70	3.70	\$547,422	\$570,078	\$1,117,500		
	10.00	10.00	\$806,492	\$730,417	\$1,536,909		
	3.50	3.50	\$221,910	\$171,910	\$393,820		
	3.33	3.33	\$378,559	\$366,514	\$745,073		
	3.50	4.50	\$214,418	\$314,284	\$528,702		
	5.50	6.50	\$542,767	\$698,022	\$1,240,789		
	0.92	8.52	\$153,020	\$926,735	\$1,079,755		
	2.00	3.00	\$185,440	\$279,033	\$464,473		
	5.50	8.00	\$801,475	\$994,171	\$1,795,646		
	21.25	43.50	\$1,560,214	\$3,185,910	\$4,746,124	175	350
	2.25	4.00	\$154,606	\$541,069	\$695,675	14	19
	2.00	4.00	\$163,698	\$324,629	\$488,327	25	35
	4.00	4.00	\$259,905	\$168,027	\$427,932	10	15
	-	-	\$2,724,354	\$5,584,926	\$8,309,280		
	-	-	\$1,049,417	\$2,151,306	\$3,200,723		
	-	-	\$500,000	\$1,250,000	\$1,750,000		
	-	-	TBD	TBD	TBD		
	-	-	TBD	TBD	TBD		
	-	-	TBD	TBD	TBD		
	-	-	TBD	TBD	TBD		
	-	-	TBD	TBD	TBD		
	-	-	TBD	TBD	TBD		
	81.95	123.55	\$12,252,780	\$20,363,019	\$32,615,799	224	419

DECISION PACKAGE TITLE: Safe Campus Initiative

Recommendation Summary Text:

The safety and well-being of Western’s campus can best be protected by a combination of actions. Student Affairs staff and Campus police officers will work together to proactively educate members of the campus community; assess and manage threats; and monitor and track students of concern.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 690,536	\$ 641,215	\$ 1,331,751
Total Resources	\$ 690,536	\$ 641,215	\$ 1,331,751

USES (EXPENDITURES)

Exempt Professional	\$ 195,000	\$ 195,000	\$ 390,000
Classified	\$ 138,714	\$ 183,726	\$ 322,440
Salaries and Wages	\$ 333,714	\$ 378,726	\$ 712,440
Employee Benefits	\$ 101,127	\$ 114,181	\$ 215,308
Goods and Services	\$ 139,195	\$ 142,208	\$ 281,403
Equipment	\$ 116,500	\$ 6,100	\$ 122,600
Total Expenditures	\$ 690,536	\$ 641,215	\$ 1,331,751

STAFFING FTE

Exempt Professional	3.00	3.00
Classified	3.00	4.00
Hourly		
Total FTE	6.00	7.00

Package Description:

WWU is requesting funding to increase prevention, preparedness and response efforts regarding campus public safety. With this funding, WWU will significantly boost campus resiliency with vigorous management of threatening behaviors and responses to violence on campus.

This safety funding will provide: energized safety assessments and follow-up treatments for troubled campus members to avoid violence escalation; rapid community notifications; increasingly swift responses to violent threats; and robust contingency planning to minimize harm.

This funding is critical now because protection of public safety is a high risk. While the probability of an actual event is low, the impact to both WWU and the State is very high. This risk impact is strategic, reputational, operational and financial. WWU needs a significant investment in staff time and associated emergency communications funding to acceptably manage this risk.

Western engages in on-going planning efforts relative to campus safety, emergency preparedness, and crisis response. Yet, in the wake of the tragic shootings at the University of Washington in March

2007, Virginia Tech University in April 2007, the University of Delaware in September 2007, and Northern Illinois University in February 2008, emergency response and campus safety have been elevated to a level of utmost concern. The safety and well-being of Western's campus can best be protected by a combination of actions that require additional state investment.

In recent years, the environment on college and university campuses has changed. Each fall, an increasing number of students arrive on campus with significant mental health issues. While extreme violence is rare, there is an ongoing and urgent need for campuses to engage in proactive efforts to prevent and plan for campus crises. Recent national reports – including the report of Governor Tim Kaine's Virginia Tech Review Panel – and proposed legislation have called for better mental-health services and threat assessment on college/university campuses. There is also a need for campuses to engage in proactive education and prevention efforts. Should an incident occur, it is necessary to have emergency preparedness procedures in place that are easily accessible to members of the campus community and the public.

The public safety of Western's campus can best be protected by a combination of actions: 1) coordinated emergency planning and training exercises for campus responders; 2) long-term lease, maintenance and ongoing operation of PIER (Public Information Emergency Response); 3) case managers, student life staff, and police officers working together to proactively educate members of the campus community, assess and manage threats, monitor and track students of concern, and respond should an incident occur despite best efforts; and 4) emergency preparedness policies and procedures in place that are easily accessible to the public and the campus community.

1) Case Managers (2.00 FTE): The Dean of Students and the Office of Student Life play a critical role in ensuring students' safety and well-being, and serve as a key point of contact for students, faculty, staff, and family members who are concerned about a student. A number of campuses, including Virginia Tech University, have responded by creating case managers – a masters-level position that reports to the Dean of Students and works directly with faculty, staff, and others regarding distressed or distressing students. These positions are also responsible for: implementing and maintaining a system for following up with students of concern; ensuring compliance with sanctions and/or treatment plans; and providing preventive training regarding when, how, and to whom troubled students should be reported.

2) Police Officers (3.00 FTE): The addition of three university officers would enhance the department's ability to fully support the "Safe Campus" program at WWU, a program in its early stages. Best practices indicate that a proactive approach to dealing with threats of violence is most effective. The primary duties of one of the additional officers will be to coordinate the threat assessment process and to conduct investigations related to those threats. When compared to the Department of Justice's staffing level standards for police agencies, Western's current staffing levels fall far below recommended levels. The remaining two university police officers will reduce the gap and increase Western's ability to respond in the event of an incident. University police officers at WWU have been trained to respond to active shooter situations. The training is based on providing the safest, yet most immediate response to the threat. Four officers, working closely together, is the smallest response team that can intercede with some semblance of personal safety. At current staffing levels, the University seldom has four officers on duty at the same time; in fact, for some shifts, the University is only able to place one officer on duty. This means University officers must rely on assistance from the Bellingham Police Department to staff a response team. Response from city police could take several minutes for the first officer and longer for additional officers coming from

all parts of town. It is imperative that Western have additional police officers in order to ensure the safety of the campus community.

3) *Emergency Management Specialist (1.00 FTE):* In order to support emergency management planning and preparedness on campus, one FTE staff person is required to provide emergency management activities. This position would be an Emergency Management Program Specialist 2. With existing workloads, the Environmental Health and Safety office is unable to partner on and off campus sufficiently to provide the coordination and disaster resiliency required by a program focused almost entirely on planning and training. A continuous effort is needed to emphasize: planning and annual review of current responses to disasters; training for responders; working with every academic and administrative department to ensure cohesiveness in their emergency planning and business continuity processes; developing, executing and debriefing training exercises; and incorporating new information into on-going planning. Coordination of the many aspects of response into a rapid, cohesive unit is the basis of the response portion of an emergency manager's duties. This is accomplished by planning response elements, training at all institutional levels, as well as through exercising specific scenarios from table-top discussion to fully functional exercises involving actors portraying victims.

4) *PIER (1.00 FTE):* Included in this request is the upgrade, maintenance and ongoing operation of PIER (Public Information Emergency Response), a multi-faceted communications management system for emergency notification (text, e-mail, voice, social networking, etc); emergency operations and public information assistance; content management; web based access; and compliant with the National Incident Management System (NIMS). This software will allow us to provide timely notification to students, faculty and staff of emergency situations. It will also provide a mechanism to make information available to the public and the press about the situation; answer inquiries about the emergency and manage information in accordance with NIMS and other agencies. One (1) full-time, Senior Web Developer is required to support the PIER system.

Timely notification of emergency situations has become required to provide for student safety. The implementation of a multifaceted communications management system for emergency notification (PIER) will allow multiple modalities to notify students, faculty and staff. An earlier version of PIER was installed for the 2007-08 school year. Continued operation of the software will be the responsibility of a senior web developer devoted to expanding the use of the system to other areas of the University and assisting PIER users in efficient and effective ways to provide the public with information.

The entire Western campus community will benefit from PIER and the increased staffing requested. Western must be able to provide essential life-safety services. As a public university with an open environment, Western has a primary responsibility to keep students, employees, and visitors safe.

Today's students are arriving on campus with increasing mental health needs. This changing and more challenging environment requires additional levels of assessment; additional attention and follow-up to behaviors of concern; additional preventive education and support for our students, faculty, and staff; and additional coordination between student support and campus police officers.

The University is not immune from the possibility of an event similar to those that have occurred on other campuses. However, effective evaluation and assistance to troubled students can be a significant mitigating factor, as described in the Virginia Tech report.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The University will have a person dedicated to managing the cases of students whose behavior suggests the potential for safety risk on campus. This will result in increased coordination and communication across all areas. The current model has different people taking the lead and cases can be lost in communication. This is a risk-reduction approach that protects the campus community, the state, and our students by identifying the most at-risk students and assigning them to a specialist for case management. Case management is most efficiently overseen by someone with expertise and training across areas such as social workers.

WWU expects the following performance outcomes from increased funding:

- Ensuring that 100 percent of students and other persons with behavioral concerns are responded to appropriately and within set time frames based on the concern expressed;
- Ensuring that 99 plus percent of troubled students comply with sanctions and/or treatment plans;
- Developing and implementing a measurable plan for preventive training for responding to and reporting threatening behaviors within the campus community;
- Coordinating receipt of all reports of threatening behaviors and assessments of all concerns within time-frames that relate to the threat – minutes to days.
- Conducting, documenting and systematically tracking investigations related to threatening behaviors and sharing information as appropriate;
- Providing sufficient University Police Officers on duty to decrease the interval between notification and response to an active shooter on campus. Increased police presence on campus will significantly shorten the time to get a response team able to intercede safely in an event, which could easily save lives;
- Completing preparation for all functions and annexes of the University's Emergency Management Plan.
- Providing annual reviews for each of the segments of the overall all-hazards plan;
- Training all potential response team members on campus with continuing updates and training for new employees as they arrive at WWU;
- Working with every academic and administrative department in developing their department-specific emergency planning and business continuity processes;
- Developing, executing and debriefing two training exercises per year including a functional exercise involving actors portraying victims.
- Providing continued operation of the software PIER (Public Information Emergency Response), a multi-faceted communications management system for rapid emergency notification to our campus community;

- Providing continued operation of PIER software to handle emergency operations, public information assistance; content management; web based access; and compliance with the National Incident Management System (NIMS).
- Expanding use of the PIER system to other areas of the University to improve emergency response communications and operations; and
- Assisting PIER users to increase efficiency and effectiveness in providing the campus community, stakeholders and the public with information in emergencies and disasters.

These performance outcomes will minimize escalation of threatening behaviors and improve institutional response should a violent event occur. As such, these outcomes are an investment in WWU, rather than an extra cost taking resources away from other areas.

b) Performance measure detail.

The negative impact of an event like an active shooter has been shown at Virginia Tech and Northern Illinois University to negatively impact institutional performance into the future. WWU's six-year, performance agreement targets for degrees awarded, retention rates, and graduation rates could likely not be met should such an emergency occur.

All prevention and response actions described above serve as an investment in helping WWU meet our performance targets.

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

Yes. Western's Strategic Plan calls for continuing efforts "to ensure that the campus environment remains healthy, safe, and secure." While Western is generally considered safe, higher levels of resources are needed to build upon existing efforts and make certain that our campus is well-prepared for a crisis or major disaster.

Additionally, this decision program aligns with Western's proposed Performance Agreement goal of promoting effective stewardship of resources to ensure quality.

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

Yes. Funding this proposal directly impacts **two** of the Governor's Priorities of Government (POG)s:

1. ***Improve the value of postsecondary learning*** by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.
2. ***Improve the safety of people and property*** by actively working on key elements:
 - a. Minimizing the risk of violent behaviors through timely management of persons showing threatening behaviors;

- b. Reducing response times for responders; and
- c. Providing rapid notification for the community with clear, protective instructions.

The Governor's POG states that a high-level state strategy is to "decrease state residents per emergency responder." WWU's proposal will decrease the number of students, faculty and staff per emergency responder on campus.

The Governor's POG includes another high-level state strategy to "increase positive outcomes of the minimum of ten [emergency] exercises per year." WWU's proposal will increase the number of emergency exercises conducted on campus.

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

This decision package aligns with the HECB Master Plan goal of developing facilities and technology

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

All stakeholders support a case management approach so that high-risk cases are not dispersed among counselors. The approach is the emerging "best practice" and provides greater legal protection, but more importantly provides services as a preventive tool against campus violence.

WWU works closely with the city of Bellingham – Office of Emergency Management, Police and Fire Departments – to integrate planning for emergencies and disasters. Participation in the City's All-Hazards Local Emergency Planning Committee, and joint training at FEMA's National Emergency Training Center in Emmitsburg, MD, underscore this close partnering.

The Washington Association of Sheriff's and Police Chief's (WASPC) and the Washington State Patrol (WSP) are in the process of responding to House Bill 2507 with a survey of higher educational institutions' emergency preparedness status. WWU's proposal for funding will strengthen its ability to positively respond to emergencies and disasters in highly meaningful ways, such as those currently being surveyed.

One of GMAP's elements involves improving workplace safety for state employees. Elements within that process include emergency planning, training, and keeping claim rates as low as possible. WWU's proposal strengthens all of these elements for WWU's employees.

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

Emergency planning and prevention efforts are of utmost importance at Western. While we have already accomplished a great deal, additional resources are needed to meet the growing needs of our students, faculty, and staff; to engage in additional proactive prevention efforts; and to ensure that our campus is as well-prepared for a crisis or major disaster as it can possibly be. The alternative is to continue with our existing level of service. Existing staffing levels do not enable Western to meet the standards set by other Universities following the release of the findings/recommendations of Governor Tim Kaine's Virginia Tech Review Panel.

Other emergency notification systems were explored by WWU but none offered the ability to manage the continuing information flow after an incident and were found to be NIMS compliant.

Western has been unable to absorb additional demands within its existing budget. University Police and staff providing case management, emergency management, and proactive education/threat assessment support have been overtaxed in their efforts to meet these additional – but necessary – demands. There is much more work to be accomplished than can be handled by existing staff. Western has requested additional staff for these tasks in previous years; however, its administrative budget is too constrained to add these resources.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

The consequences to stakeholders of not funding additional personnel are difficult to address. Current staffing provides a level of service that does not meet the new norm set at universities in the wake of Virginia Tech. The level of response and level of preventative intervention is one which requires additional staff.

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

This request does not require changes to the capital budget; however, WWU is submitting a companion Capital Budget Request entitled *Safe Campus Initiative – Purchase and Installation of Distributed Antenna System*.

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

Changes are not applicable.

k) Expenditure and revenue calculations and assumptions.

Salaries and positions are listed below:

FTE Exempt Professional Case Managers: \$65,000 in 2009-10
Classified Staff, Emergency Management Specialist (1.00 FTE): \$48,690 in 2009-10
Police Officers (2.00 FTE): \$45,012 per position in 2009-10
Police Officer (1.00 FTE): \$45,012 for additional position in 2010-11
Exempt Professional Staff (Senior Web Developer, 1.00 FTE): \$65,000 in 2009-10

An amount of \$100,000 in one-time funds is required in 2009-10 to purchase the PIER system upgrade. Recurring software maintenance costs for the system total \$25,000 per year.

An amount of \$9,000 per year is required to lease an additional patrol car.

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

An amount of \$637,214 in FY 2010-11 will be ongoing and the decision package will result in a carry-forward impact in the following biennium or 2011-2013, since the year-two request is higher by one position.

All salaries, benefits, and operating costs are recurring, except for \$121,750 in one-time costs in year one of 2009-10 for equipment and set up; and \$4,000 in one-time costs in year two.

DECISION PACKAGE TITLE: Waterfront Partnership

Recommendation Summary Text:

Western Washington University is working with the Port of Bellingham and the City of Bellingham to redevelop the Bellingham waterfront, which has been vacated by Georgia Pacific. This project, which will move Huxley College of the Environment and other programs to newly constructed waterfront facilities over time, will enable Western to expand its enrollments in high demand fields both on campus and at the waterfront to serve the state's need to expand access to higher education and to more effectively contribute to the economic development of the area and the State.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 694,067	\$ 735,045	\$ 1,429,111
Total Resources	<u>\$ 694,067</u>	<u>\$ 735,045</u>	<u>\$ 1,429,111</u>

USES (EXPENDITURES)

Exempt Professional	\$ 100,000	\$ 104,000	\$ 204,000
Classified	\$ 40,000	\$ 41,600	\$ 81,600
Salaries and Wages	\$ 140,000	\$ 145,600	\$ 285,600
Employee Benefits	\$ 40,600	\$ 42,224	\$ 82,824
Goods and Services	\$ 513,467	\$ 547,221	\$ 1,060,687
Total Expenditures	<u>\$ 694,067</u>	<u>\$ 735,045</u>	<u>\$ 1,429,111</u>

STAFFING FTE

Exempt Professional	1.00	1.00
Classified	1.00	1.00
Total FTE	<u>2.00</u>	<u>2.00</u>

Package Description:

Western Washington University has an opportunity to expand enrollment access while supporting the economic vitality of the area and the state, by participating in the development of the Bellingham Waterfront District. The development will also enable Western to expand its enrollments in high demand fields on campus and at the waterfront to serve the access needs of the state. Western is working with the City and Port of Bellingham on this shared vision of a waterfront that can sustain itself in a new economy and keep the community's long maritime tradition alive, including vibrant mixed-uses that include educational, institutional, commercial, light industrial, some residential and public access. The University is envisioned as an important anchor participant in the Bellingham waterfront that, through initial relocation of Huxley College of the Environment and community-based programs, will contribute to the environmental health of the Puget Sound and to the knowledge and research base for the community, for the region, and globally.

Western has been planning for the academic, enrollment and facilities needs that can be met through this development, since 2004. The project is at a critical juncture where the plans are ready to be moved into action. Specifically, the University and the Port are creating an intermediate development entity under the state's Interlocal Cooperation Act to ensure that the University development occurs in a timely and cost-effective manner. It is essential to maintain the momentum of Western's important role in this project, which is vital to the area's economy.

Funding is requested for staffing to analyze and implement the plans developed to date; to integrate the data with the institutional action plan in order to move the project forward; and for lease payments for WWU occupation of existing structures. Funding is also requested to match Port resources dedicated to the joint development entity for legal counsel and development counsel to ensure that the public/private development is legal, accountable and a wise investment of state and private dollars; and for operating support, including office supplies, travel and meeting expenses, liability insurance premiums, accounting and annual audit.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Funding for this project will:

- ◆ Enable WWU to serve more students in fields that are of high value to the state, particularly in environmental sciences, math and science, and related education programs, and, more generally, increase the university's ability to provide access above the current full capacity enrollment target of 12,500 FTES while relieving campus congestion;
- ◆ Bring Huxley College of the Environment under one roof (the College is currently in two buildings with outdated facilities);
- ◆ Create space, both at the waterfront and in vacated facilities on campus, for much needed laboratories for 21st century science, classrooms and faculty offices.
- ◆ Allow expansion of teaching and research programs vital to the future of our State both on the waterfront site and on the existing campus;
- ◆ Enhance WWU's role in the community and make programs more accessible to the public.
- ◆ Implement a new model of development for the university that is expected to provide cost savings to the university and the state;
- ◆ Allow the university to negotiate a more favorable cost structure for development of new facilities as an early developer.
- ◆ Allow the university to negotiate a more favorable cost structure for development of new facilities than WWU or the state can make on its own.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of

bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

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

Western's Strategic Plan provides: "The University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013. If the University desires additional growth, it should consider such options as developing additional capacity on the waterfront or expanding Extended Programs." The university does not have capacity to grow beyond 12,500 with existing facilities.

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

Yes. This proposal will address a number of the priorities.

- ◆ Improve student achievement in elementary, middle and high schools by planned offering of expanded resources for our highly successful professional development programs for area teachers at the waterfront facility.
- ◆ Improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.
- ◆ Improve the health of Washingtonians, by the Critical Junctions Institute planned for the waterfront location, a program in partnership with St. Joseph Hospital.
- ◆ Improve the economic vitality of business and individuals, initially through participation in the Innovation Partnership Zone which includes WWU's College of Sciences and Technology, Huxley College of the Environment, and the College of Business of Economics in collaboration with the Port and other IPZ partners to assist in the innovation and advancement of marine and related industry, and through other planned efforts such as the Northwest Consortium for Technological Innovation and Development (NCTID), within which small and growing technology companies in northwest Washington would partner with WWU faculty and students in research and development projects that enhance the commercial competitiveness of these companies.
- ◆ Huxley College of the Environment's mission addresses the state's goal to improve the quality of Washington's natural resources, is concerned with the health and safety of Washington's citizens, and seeks to improve the environment which helps to improve the recreational opportunities throughout the state.
- ◆ The introduction of a new model of development is expected to strengthen government's ability to achieve results efficiently and effectively.

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

Western's participation in the waterfront will contribute to meeting the state's priority for sustainable, enhanced access to higher education. Western has a track record for deliberate, steady growth to meet state enrollment goals, including enrollments in high demand fields. Because Western has nearly reached its physical capacity to accept new enrollments, this package is a prudent plan to increase the capacity by building at the waterfront over the next 6-10 years and beyond.

This package will also contribute to the health and economy of the area, which is important for the state economy, both by stimulating the development as a strong anchor, and through academic programming and community partnerships related to economic development, teacher training, professional training, and health care research, which have strong support from the community.

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

There is very strong support from the community for Western's participation in this project. Creation of the development entity at this time will:

- ◆ Jump-start development of the waterfront site as a whole which is of vital importance to the local economy;
- ◆ Establish an early site anchor that will stimulate additional public and private investment.
- ◆ Demonstrate the state's commitment to cleanup and reuse of a Brownfield site.

Concerns expressed about Western's participation stem from the tax exempt status of the university as compared with additional private development. The university is less than 5% of the total development. A number of financial scenarios are being discussed that would allow WWU to have the space it needs to expand yet still pay as appropriate, for operating infrastructure and municipal services. The fact of the university's tax exempt status is offset by the expectation that the university's presence will draw private investors to the surrounding area. Moreover, because the Viking Development itself is planned to be an integrated public-private development, the project will generate more revenues than structures that are solely university-occupied.

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

Western is currently investigating the opportunities to obtain federal grant support for this project; and the Western Washington Foundation is working on private support opportunities. The public/private development model that is being pursued by the university and the Port has seen success at other universities, for example, California State University-Channel Islands, Ohio State University-South Campus Gateway, and the University of British Columbia-University town.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

Western has a rare opportunity to be an early, anchor participant in the waterfront project, enabling it to secure land for a reasonable price, select the location, and through a development partnership with the Port, participate in shaping the surrounding development. If this project does not move forward, WWU will not be able to respond as fully to the state's commitment to provide access to higher education for more citizens and stimulate the economic vitality of the region.

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

There is a direct relationship to Western's capital budget request. WWU is requesting funds for the purchase of land at the waterfront as well as predesign funds for relocation of Huxley College of the Environment to the waterfront.

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

No changes are contemplated at this time.

k) Expenditure and revenue calculations and assumptions.

Funds are requested for the following positions:

One exempt professional (1.00 FTE), a Waterfront Development Coordinator, responsible for academic program and enrollment planning at the waterfront (\$100,000); and

A classified staff position (1.00 FTE), a program coordinator, to provide clerical support (\$40,000).

An amount of \$37,000 is included for the rental of space at the waterfront for current relocation of several programs.

An amount of \$350,000 is included for consultation services for bond counsel, development counsel, design consultation and additional professional services such as: 1) Legal Consultants to assist in developing contractual agreements between the entity and the developer; 2) Development Consultants to assist the entity in assuring that the developer's submittals of critical path schedules, designs, value engineering, constructability reviews, LEED requirements, contractual agreements, permitting processes and development methods are consistent with standard best management practices and supporting the overall goals of the entity; and 3) Financial Consultants, both the Port and University's Bond Counsel have advised that the financial structure from beyond the region

An amount of \$42,000 per year is included for legal support and annual audit costs related to Western's waterfront develop initiative.

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

All components of this request – salaries, benefits, professional services, rent, and other operational costs -- are ongoing for at least the next biennium. While Western will have some recurring costs, the development entity's financial model assumes that over the long-term, the entity will obtain its financial resources from the marginal difference between its operating revenues generated by leases and its capital and operating costs. The 2010-11 requested General Fund-State amount of \$735,045 is ongoing on an annual basis. An amount of \$40,979 will be required in 2011-2013 in carry forward, since year two or 2010-11 of the request is higher than year one.

DECISION PACKAGE TITLE: TeachWashington

Recommendation Summary Text:

TeachWashington builds on the existing close collaboration between the College of Sciences and Technology and the Woodring College of Education, working across grades K-16, to increase the quantity and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 604,480	\$ 729,728	\$ 1,334,208
Total Resources	\$ 604,480	\$ 729,728	\$ 1,334,208

USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 100,159	\$ 182,809	\$ 282,968
Faculty Non Tenure-Track	\$ 155,000	\$ 155,000	\$ 310,000
Graduate Teaching/Research Assistants	\$ 30,246	\$ 30,246	\$ 60,492
Classified	\$ 35,000	\$ 35,000	\$ 70,000
Hourly	\$ 50,000	\$ 50,000	\$ 100,000
Salaries and Wages	\$ 370,405	\$ 453,055	\$ 823,460
Employee Benefits	\$ 107,417	\$ 131,386	\$ 238,803
Goods and Services	\$ 103,158	\$ 121,787	\$ 224,945
Equipment	\$ 23,500	\$ 23,500	\$ 47,000
Total Expenditures	\$ 604,480	\$ 729,728	\$ 1,334,208

STAFFING FTE		
Faculty	4.50	6.00
Graduate Teaching Assistants	1.00	1.00
Exempt Professional	0.00	0.00
Classified	1.00	1.00
Total FTE	6.50	8.00

Package Description:

There is a critical shortage of high quality mathematics and science teachers in Washington.

Growing and sustaining Washington's economy and quality of life depends on our ability to educate the next generation of workers and citizens. Governor Christine Gregoire stated in the report *Washington Learns*, "Education is the single most important investment we can make for our children, our state, our economy and our future. We propose a bold plan to redesign and re-invest in education during the next decade. We offer a new way of thinking about the purpose and function of public education, and we believe that mathematics and science education must be addressed first."

Increasing the quantity, quality, and diversity of mathematics and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become mathematics and science literate. Our challenge is to increase significantly the number and diversity of mathematics and science teachers certified significantly while simultaneously improving the quality of their preparation to teach effectively. Research indicates that effective teaching is the key to achievement at the level of the state standards, so that all students have the capacity to thrive in the economy of the 21st century. Sufficient numbers of effective teachers will ensure that those students with the talent and interest will have the opportunity and encouragement to pursue advanced classes targeting careers in science, technology, engineering, or mathematics.

Our challenge also goes deeper than the high schools. We know from the work of Liping Ma and other researchers that there is a great need to deepen the mathematical and scientific understanding of future K-8 teachers beyond the content and methods courses offered as part of the traditional elementary certification package. While on the surface, there is not a shortage of new elementary teachers graduating in Washington, there is a shortage of new K-8 certified teachers ready to teach mathematics and science effectively.

We also know from research and experience that teachers learn to teach as much in the schools as in university classrooms. Therefore, strong partnerships with the local schools to identify and prepare mentor teachers are critical. Meeting the need for mentors is consistent with current initiatives in the public schools to implement coaching and professional learning community models that require teachers in districts to have strong backgrounds in mathematics and science content and education.

The *TeachWashington* program at Western Washington University will help the state meet its critical need for quality teachers by:

- Increasing the number of high quality high school mathematics and science teachers graduating each year from approximately 50 to 100 over five years.
- Designing and implementing programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics.
- Expanding our efforts to improve our elementary education program to both ensure that all graduates are prepared to be effective mathematics and science teachers and certify many graduates to serve as specialists in their schools.

A secondary goal of the *TeachWashington* program will be to serve as a model and partner with other institutions and organizations in the state to help meet the critical need for excellent mathematics and science teachers identified in *Washington Learns*.

Western Washington University (WWU), with 12,100 undergraduate, 800 graduate students and over 1,280 mathematics and science majors, is already the largest producer of elementary teachers and secondary mathematics and science teachers in Washington. The unique Science, Mathematics, and Technology Education (SMATE) program is a national leader in producing high quality teachers with deep knowledge of both content and pedagogy in the disciplines. *TeachWashington* builds on the existing close collaboration between the College of Sciences and Technology, the Woodring College of Education, and the local schools, working across grades P-16, to increase the quantity, diversity, and quality of science and mathematics teachers at all levels graduating each year from Western Washington University.

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

To create the capacity to achieve the goals of *TeachWashington*, we will hire two new faculty members in the College of Sciences and Technology, one new faculty member in the Woodring College of Education, two Master Teachers, and one program director to serve as the primary contact for students.

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

- Recruit new secondary teachers from the ranks of students interested in majoring in mathematics, science, or engineering technology by developing a series of 3 one-credit courses that will provide freshmen with an early field experience and a seminar on effective teaching supervised by Master Teachers. We will make special efforts to recruit students from underrepresented groups.
- Recruit students with expressed interests in mathematics, science, or engineering technology to try teaching by implementing Learning Assistant programs in the academic departments. These programs hire successful students to learn about and engage in teaching by serving as Learning Assistants for a small group of students and participating in a seminar on effective teaching. We will make special efforts to recruit students from underrepresented groups.
- Design and implement programs to prepare a substantial number of middle school teachers to earn one of the new endorsements in middle school science or mathematics.
- Restructure the certification programs at both elementary and secondary levels to engage students earlier in their academic careers and provide support and experiences to retain a growing cadre of future mathematics and science teachers.
- Revise our programs to deepen the mathematical understanding of K-8 teachers beyond the standard content and methods courses offered as part of the elementary certification package via a new course sequence that will lead to an Elementary Mathematics Specialist Certificate. Aimed at grade 3-6 teachers, the program will reflect additional course work in mathematics, mathematics pedagogy, assessment, and changing school culture.
- Modify the current Elementary General Science degree to result in an Elementary Science Specialist Certificate.

- Expand WWU's mathematics in-service role with elementary schools. This increased in-service role will include coordinating lesson studies, on-site professional development support, creation of grant-supported partnership with local elementary schools, and working with mentors to strengthen mathematics experiences for both student teachers and first-year teachers.
- Use the existing cadre of Teacher Leaders prepared via the NSF funded North Cascades and Olympic Science Partnership grant to serve as mentors to WWU student teachers and first-year teachers. In addition to improving our on-campus program, WWU will improve the pre-service preparation of science teachers by deepening the science content knowledge and pedagogical skills of more current P-12 teachers to help them improve their instruction and become effective mentors for students and novice teachers.

These efforts can make a significant contribution, but they cannot satisfy the total anticipated state need for mathematics and science teachers. Therefore, though our primary effort is to build a sustainable program on our campus, a secondary goal of the *TeachWashington* program at Western Washington University will be to partner with other institutions and organizations in the state. By broadly sharing what we learn locally with the state and nation, we plan to be leaders in helping Washington produce all of the high quality mathematics and science teachers it needs.

Constructing the Model

Getting started

During the first year, current faculty will work together to explore the restructuring of courses and develop an implementation plan for the campus. New faculty members will be recruited and hired. Master teachers (highly qualified teachers from P-12 schools) will be identified and recruited to begin in the summer of 2009 so they will be ready to teach the early field experience courses during the 2009-2010 academic year. Master teachers will also prepare to coordinate and supervise student teachers in collaboration with the mathematics and science education faculty.

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

Roles of new faculty and staff

Two new tenure track assistant professors in mathematics education (2.00 FTEs) will be hired to work with the current faculty members to: 1) advise students and teach the extra sections of the mathematics and mathematics education courses required to accommodate increased enrollment in the secondary education program (expected increase will be from 25 to 50 students); 2) develop and teach any new courses required for the middle school mathematics endorsement; 3) design the Elementary Mathematics Specialist curriculum and develop and deliver the courses; and 4) design and deliver in-service training to practicing teachers in the local schools.

WWU's Mathematics Department has a strong and visible involvement with the professional development of secondary mathematics teachers at both the pre-service and in-service levels. As more future high school mathematics teachers are recruited into the secondary education

program, the mathematics department will expand its advising and teaching capacity to serve the additional students.

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

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

One new tenure track assistant professor in secondary education (1.00 FTE) will be hired to teach the additional sections of the required courses in the secondary education certification program to accommodate the increased enrollment (from 50 to 100 students). It is our intent to hire a secondary mathematics educator for this position to complement the two new secondary science faculty recently hired by the department.

One adjunct non-tenure track faculty in science education (1.00 FTE) will be hired to work in the Science Mathematics and Technology Education (SMATE) program to teach elementary science education practicum courses. This position will likely be filled by an experienced teacher with at least a masters degree in science education. SMATE science faculty will then have the time to play the critical role of supervising new secondary science teachers during their student teaching. All SMATE science faculty will continue to be involved in pre-service and in-service training.

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

Two full-time Master Teachers (2.00 FTEs) with extensive experience teaching mathematics or science successfully in the public schools will be hired to develop (with the *TeachWashington* faculty team) and deliver the series of one-credit field experience courses for entering freshmen or sophomores with interest in majoring in science, mathematics, or engineering technology. They will also participate with the program director in recruiting efforts, advise students considering teaching, help supervise student teachers, and serve as advisors to the pre-service programs. They will be responsible for coordinating with the P-12 schools to provide classrooms and mentor teachers for the early field experiences.

One full-time Program Director (1.00 FTE) will be hired to coordinate activities and events to both recruit and build the *TeachWashington* community. We will find an individual who will be an enthusiastic cheerleader for teaching, and assist students at all stages who may have an interest in becoming mathematics and science teachers. We will establish an organization of

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

Two graduate students/research assistants (1.00 FTE) will be hired, ½-time each to collect and reduce data under the supervision of the Co-Directors. The data will be used to evaluate the program to measure successes and identify problems to be addressed. Current plans for data collection include tracking student demographics, individual student progress, enrollments, class evaluations, student teaching evaluations, graduate placement, graduate retention, mentor evaluations, and school evaluations of new *TeachWashington* teachers.

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

Additional Program Elements

Building on our strengths

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

Both programs have long histories of successful interactions with the schools. The Science Education program was awarded a \$12 million Mathematics and Science Partnership grant by the National Science Foundation in 2003. This grant involves a collaboration of 28 regional school districts and four two-year colleges. The Mathematics Education group recently received a state Mathematics and Science Partnership grant to provide content and pedagogy training for regional middle school and high school mathematics teachers.

Working with the community

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

Woodring College of Education, the College of Sciences and Technology, and SMATE have long-standing mutually beneficial relationships with our P-12 school partners characterized by the sharing of knowledge and resources to support the preparation and ongoing professional development of teachers. Western faculty and P-12 educators collaborate to design, implement, and evaluate programs for the preparation of teachers through the practica and internship

experiences for our teacher education students and through professional development for practicing teachers. Through these numerous school and district collaborations, Western profoundly impacts the knowledge and skills of future and current mathematics and science teachers. *TeachWashington* will enable us to expand that influence. Moreover, through *TeachWashington* we will build a model for the preparation of mathematics and science teachers that will serve as an exemplar for other teacher education institutions in the state.

Honoring students who choose to teach

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

Supporting teachers after graduation

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

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

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

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

Western currently collects end-of-course instructor surveys from students. During the planning year, WWU will develop and plan the implementation of entry surveys and midterm evaluations. As the first cadre of students approaches graduation, WWU will implement common evaluations of the *TeachWashington* program and students' university experience.

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

The Co-Directors will prepare an annual report each year summarizing progress, challenges, and changes to the original plan, to be used as feedback to continuously improve the *TeachWashington* program.

b) *Performance measure detail.*

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; the number of bachelor's degrees awarded to minorities and other at risk students; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

TeachWashington embodies the idea of "engaged excellence" by bringing the faculty and students in two colleges together to pursue the critical goal of improving K-12 mathematics and science instruction by increasing the quantity and quality of the teachers graduating from WWU. We intend to instill in our students a life-long passion for learning and sharing their knowledge with future generations of children through an innovative program that fully engages the broader off-campus community as collaborative partners. The proposed project will increase the funding in a key area—teacher preparation. Our commitment to clear outcomes and scholarship around the program will enhance the learning experience for all participants.

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

Yes. This proposal will, above all, improve student achievement in Washington; secondly, it will improve the value of postsecondary learning.

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

Increasing the quantity, quality, and diversity of mathematics and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become mathematics and science literate.

TeachWashington will help more people achieve degrees, it will focus on diversity, it will help create higher expectations for K-12 students, it will make college easier to access, and it will fill unmet needs in the high-demand fields.

This proposal would rate as a high priority in the Priorities of Government process insofar as it improves student achievement. The *TeachWashington* program will make a major contribution to improving the mathematics and science preparation of K-12 students which is critical to producing knowledgeable citizens and the workforce for the 21st century.

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

TeachWashington aligns with Western's Performance Agreement goals of increasing access and degree production, and responding to state economic and workforce needs. It has received strong support from other state reform efforts including Washington State LASER (Leadership Assistance for Science Education Reform), and the Office of the Superintendent of Public Instruction.

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

No alternatives were discussed.

- g) ***What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)***

We are proposing a program to help meet critical state needs. Current WWU programs are running at capacity. Without additional funding, we will not be able to sustain the proposed innovative efforts to meet state needs.

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

No relationship to the state's capital budget. Western Washington University already has the ideal space to implement the *TeachWashington* program successfully. The Science Mathematics and Technology Education Program is located in a 15,000 square foot facility that has four state-of-the-art classrooms, a conference room, and a common Learning Resource Center that provides students access to the latest mathematics and science curriculum materials, research journals and other current resources on teaching and learning. The facility also houses a large stockroom with lab equipment and teaching materials.

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

No revisions are required.

- j) ***Expenditure and revenue calculations and assumptions.***

General Fund-State support is requested to support this investment.

Classifications/Faculty & Staff Salaries included in this Decision Package:

9.00 FTE Faculty and Staff salaries are requested as follows:

2.00 FTE – T/TT Faculty (Assistant Rank), College of Sciences and Technology,
Mathematics Department: \$55,100 each

1.00 FTE – TT Faculty (Assistant Rank), Woodring College of Education, Secondary
Teacher Education: \$55,100

2.00 FTE – Adjunct or Non-Tenure-Track Faculty – Master Teachers, College of
Sciences and Technology, SMATE: \$55,000 each

1.00 FTE – Adjunct or Non-Tenure-Track Faculty – College of Sciences and
Technology, SMATE, Science Education: \$45,000

1.00 FTE – Adjunct or Non-Tenure-Track Faculty – College of Sciences and
Technology, SMATE, total of \$30,246

1.00 FTE – Program Director (classified staff)/Recruitment and Retention: \$35,000

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

An amount of \$711,228 in FY 2010-11 is ongoing on a permanent basis and will cover the cost of salaries for nine new positions, including benefits, and program operations. These costs are permanent and will continue throughout the 2011-13 biennium and beyond. Equipment costs of \$18,500 in FY 2010-11 are non-recurring.

DECISION PACKAGE TITLE: Leadership Advantage

Recommendation Summary Text:

The Leadership Advantage Program is designed to utilize Western’s strategic commitment to engaged excellence as a tool to increase recruitment and retention of undergraduate students while developing their leadership potential.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 547,422	\$ 570,078	\$ 1,117,497
Total Resources	\$ 547,422	\$ 570,078	\$ 1,117,497

USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ -	\$ -	\$ 131,200
Faculty Non Tenure-Track	\$ 65,600	\$ 65,600	\$ 131,200
Graduate Teaching/Research Assistants	\$ 30,000	\$ 30,000	\$ 60,000
Exempt Professional	\$ 64,300	\$ 64,300	\$ 128,600
Classified	\$ 29,300	\$ 29,300	\$ 58,600
Salaries and Wages	\$ 189,200	\$ 189,200	\$ 509,600
Employee Benefits	\$ 54,868	\$ 54,868	\$ 109,736
Goods and Services	\$ 299,354	\$ 322,010	\$ 490,161
Equipment	\$ 4,000	\$ 4,000	\$ 8,000
Total Expenditures	\$ 547,422	\$ 570,078	\$ 1,117,497

STAFFING FTE		
Faculty	1.00	1.00
Graduate Teaching Assistants	0.70	0.70
Exempt Professional	1.00	1.00
Classified	1.00	1.00
Total FTE	3.70	3.70

Package Description:

The Leadership Advantage Program includes a broad range of leadership development opportunities for students campus-wide, including: leadership assessment testing for incoming freshmen; learning retreats and skill development workshops, including the LeaderShape Institute; an enhanced resource library with portfolio/transcript software, audio/video and other learning tools; the creation of web resources such as podcasting; a speaker series and smaller panel discussions; and faculty release time for courses in leadership and work with the leadership development program.

Program staff will include: a Leadership Development Specialist (1.00 FTE) and an Office Assistant (1.00 FTE). Operating funds will cover Graduate Assistants/Interns; recruitment, mentoring and programmatic connections with Admissions, Alumni, University Residences and other departments; expansion of the “Intensive” portion of Leadership Advantage for first generation and low income students who are emerging leaders. The above elements will focus on small group programming with an eventual goal of 200 students per year.

Program staff will include: a Leadership Development Specialist (1.00 FTE) and an Office Assistant (1.00 FTE). Operating funds will cover Graduate Assistants/Interns; recruitment, mentoring and programmatic connections with Admissions, Alumni, University Residences and other departments; expansion of the “Intensive” portion of Leadership Advantage for first generation and low income students who are emerging leaders.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The Leadership Advantage program will provide assessment-specific skill development and reflective opportunities in the area of leadership. It will build a cadre of graduates well prepared to move into leadership roles in the state and nation.

The intensive portion of the program is intended to mentor and develop leaders who are primarily first generation, low-income emerging leaders. This program will expand retention and graduation efforts.

The Leadership Advantage program builds on Western’s existing programs and is a partnership with student government, faculty, and staff. As a result of building on existing efforts, along with fund raising, it is a very efficient program for the state. It is the collective experience that contributes to the success of the goals, and this particular program will attract students who may be at higher risk prior to enrolling. Therefore, we will be able to retain them at the same rate as other students who are at lower risk.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western’s accountability measures should be positively impacted: the number of bachelor’s degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor’s degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

c) Is this decision package essential to implement a strategy identified in the agency’s strategic plan?

As a part of its Mission, Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.

Additionally, the University has a stated strategic goal to become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies. The Leadership Advantage combines these two pledges and is aimed at pinpointing and backing at-risk students who have shown impressive leadership potential. This program builds on WWU's niche and strengths – selective, private quality/public cost, integration of academics with out-of-class experiences, and access to faculty and administrators.

Additionally, this package supports Western's proposed Performance Agreement goals of promoting effective stewardship of resources to ensure quality, responding to state economic and workforce needs, and increasing access and degree production.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.

It also improves system efficiency by using existing programs to build a broad-based leadership commitment. Additionally, it may be coupled with high-demand fields to develop leaders within the high-demand areas indicated in the Governor's #3 indicator.

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

This package supports the HECB Master Plan goals of helping more people achieve degrees, focusing on diversity, and contributing to the innovation economy.

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

Stakeholders particularly in business and industry have expressed interest and support. The University has already raised funds for scholarships and other support. The Costco Foundation has also invested in the program. The entire campus has been invited into this developing program.

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

The University chose this as the best alternative because it allows a state, university and donor partnership.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders.)

The State places the values of building on existing programs to mentor outstanding leadership in the future. If the program is not funded, the State loses the opportunity to partner with business and industry and to send a signal of the importance of leadership development in higher education.

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

None

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

No changes are required.

k) Expenditure and revenue calculations and assumptions.

The following positions and salaries are included:

FTE Non-Tenure Track Faculty to provide release time at Associate rank level:

\$65,600

0.70 FTE Graduate Teaching Assistants: \$30,000

1.00 FTE Exempt Professional Staff, Leadership Development Specialist in Student Life: \$64,300

1.00 FTE Classified Staff, Office Assistant III: \$29,300

An amount of \$44,950 in year one and \$62,250 in year two of the biennium is included for professional contracts related to LeaderShape as well as honoraria for speakers and panelists.

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

An amount of \$4,500 is included in one-time funds in year one for the development of Web/Internet technologies (e.g., ProfCast and other podcast technologies). All other costs and functions are recurring, resulting in a permanent annual budget of \$570,077 in year two of the biennium that will continue. There will be carry-forward costs into the 2011-13 biennium to cover 24 months of expense because the year two costs are slightly higher than year one costs.

An amount of \$107,300 on a recurring basis is included to cover assessment costs related to leadership, vocational interest and other skills for all new Western students.

DECISION PACKAGE TITLE: Destination Graduation

Recommendation Summary Text:

Destination Graduation seeks to promote the efficient graduation of Western students, and help them earn their degrees in a more timely manner by providing: 1) outreach and intervention to students who've left Western in good academic standing prior to degree completion, to enable them to return to the university and successfully graduate; 2) increased support services to ensure the graduation of students with disabilities that may interfere with their academic performance; 3) academic mentoring for first-generation students; and 4) cohesive, targeted academic and career advising for transfer students including increased collaboration with Western's primary "feeder" community colleges; and financial aid intervention and advising designed to reduce student loan indebtedness.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 806,492	\$ 730,417	\$ 1,536,910
Total Resources	<u>\$ 806,492</u>	<u>\$ 730,417</u>	<u>\$ 1,536,910</u>

USES (EXPENDITURES)

Faculty Non Tenure-Track	\$ 131,200	\$ 131,200	\$ 262,400
Exempt Professional	\$ 330,000	\$ 330,000	\$ 660,000
Hourly	\$ 15,000	\$ 15,000	\$ 30,000
Salaries and Wages	\$ 476,200	\$ 476,200	\$ 952,400
Employee Benefits	\$ 142,448	\$ 142,448	\$ 284,896
Goods and Services	\$ 95,344	\$ 96,769	\$ 192,114
Equipment	\$ 92,500	\$ 15,000	\$ 107,500
Total Expenditures	<u>\$ 806,492</u>	<u>\$ 730,417</u>	<u>\$ 1,536,910</u>

STAFFING FTE (B6)

Faculty (NTT)	2.00	2.00
Exempt Professional	8.00	8.00
Total FTE	<u>10.00</u>	<u>10.00</u>

Package Description:

This decision package has four components that together underscore Western's commitment to diversity, challenging barriers to earning degrees, and supporting non-traditional students:

1. Destination Graduation

Destination Graduation seeks to help native and transfer students earn their Western degrees in a more efficient manner by providing outreach and intervention to students who have left Western in good academic standing prior to degree completion, to enable them to return to the university and successfully graduate.

Over the past 10 years, more than 2,400 students who've earned at least 140 credits and are in good academic standing have left Western prior to completing their degree. The Destination Graduation Program is designed to help these high-credit students return to the institution and graduate, thus supporting the state's goal of creating a well-educated citizenry. The program will provide targeted outreach and intervention – including personalized academic advising, financial aid opportunities, and assistance in degree completion. Required staffing includes a full-time Academic Support Coordinator and an hourly Graduate Student.

2. Retaining and Graduating Students with Disabilities

The number of students seeking accommodation for a documented disability at Western has steadily increased over the past 10 years, as has the complexity of their needs. In Fall 1998, the majority of students served by Disability Resources for Students – 68% – had a documented learning disability. Students with a documented psychological/emotional disorder accounted for only 6% of total students served. In Fall 2007, nearly a third of students served by Disability Resources for Students – 30% – had a documented psychological/emotional disorder.

Currently, Western has only one full-time professional staff member serving its more than 400 students with disabilities. Services provided include: accommodations coordination, personal advising and referral, disability management counseling, and student tracking/reporting. The current workload often results in students waiting up to two weeks for services that are critical to their success at Western. The addition of a full-time Accommodations Counselor and an hourly Graduate Student will enable Western to better serve the needs of its growing disabled student population, and more effectively ensure their retention and timely graduation.

3. Academic Mentoring for First Generation Students

In fall 2007, first generation students accounted for over a third (35%) of enrolled undergraduates at Western; this percentage was even higher – 47% – among undergraduate students of color. We know, from the literature, that first generation students tend to face unique challenges and obstacles, and to retain and graduate at rates lower than their non-first generation peers. We also know that expanded academic support – including mentoring and enhanced opportunities for student-faculty interaction – positively impacts student retention and graduation. As noted by Ernest Pascarella and Patrick Terenzini in *How College Affects Students: A Third Decade of Research*, a synthesis of more than 2,500 studies in higher education, comprehensive support and retention programs that “offer at-risk students a broad array of services and programs intended to promote academic adjustment, persistence, and degree completion” have a “statistically significant effect on student persistence” (p. 405).

Requested funding will “buy out” 8 faculty members quarter-time (total = 2.0 FTE) to provide academic mentoring for first generation students. Participating faculty will partner with programs that currently serve large numbers of first generation students – including Student Outreach Services and the Ethnic Student Center – and establish regular office hours, during which they'll provide mentoring regarding academic, career, and/or personal goals; connect students with campus resources; and generally work to engage students in the academic life of the campus.

4. Investing in Transfer Access and Transition (INTACT)

A majority of transfer students at Western experience significant transitional needs. Roughly two-thirds of entering transfers are undeclared or unable to immediately enter their major of choice. Institutional data at Western shows that the later a student declares a major, the longer it takes for them to receive their degree. This has significant implications not only for students' academic success, but also for their loan indebtedness levels.

The proposed package seeks to ease transfer students' transition to Western, and to facilitate their timely path to graduation through: increased collaboration and coordination with Western's top seven "feeder" community colleges; financial aid intervention and advising to reduce student loan indebtedness; and cohesive, targeted academic and career advising to ensure timely declaration of major, academic success, and graduation. Required staffing includes one full-time Transfer Admissions Counselor, two full-time Financial Aid Counselors, and two full-time Academic Advisors.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Investment in this decision package will increase the number of students earning degrees from Western and make the most of the investment that the state has made in each student's education. Every time a student leaves a college or university without earning a degree there is a significant cost not only to the student but also to the state and taxpayers. Additionally, while Western prides itself in a very low loan default rate, students with student loans who leave prior to earning a degree are at increased risk to go into default on loans.

Federal regulations require that institutions of higher education respond in a "timely manner" to student requests for disability accommodations. Our primary area of complaint from students is around our ability to respond to their request in a timely manner. Investigative agencies that can draw a direct link between timely response and staffing levels are increasingly finding institutions at fault. Our current case load and staffing within Student Disability Resources leaves us vulnerable. Increased staffing will help WWU improve its response time.

Typically transfer students have more financial need than our entering freshmen student population. With increased attention to transfer students' transition to Western and the focus not only on academic advising to ensure timely declaration of a major but also on financial aid counseling; we expect that transfer students will be able to graduate earlier, requiring less state and federal financial aid resources and significantly reduced loan debt.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted; the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three year graduation rates for transfer students with an associate degree from a Washington community college' freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Western's strategic plan states that the University shall "develop policies that improve access to courses and majors and make entry requirements for majors more predictable" and "improve delivery of advising services, especially for undecided and transfer students".

This decision package supports Western's proposed performance agreement goals of promoting effective stewardship of resources to ensure quality, responding to state economic and workforce needs, and increasing access and degree production.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.

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

This decision package supports the HECB Master Plan goals of helping more people achieve degrees -- by "creating a system of support to lifelong learning" and "making college affordable and easy to access" -- as well as focusing on diversity, and contributing to the innovation economy.

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

Timely graduation means that state expenditures, including financial aid, will be less per graduate; Western will be able to make room for more first year and transfer student, helping to increase statewide access; more qualified graduates will enter the labor market or graduate schools; and student/parent indebtedness related to tuition and fee expense should decline.

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

With regard to transfer students, Western initiated a new transfer admissions policy in fall 2005 allowing WA associate degree transfer to transfer 105 credits compared with the 90 credits previously allowed. Beginning in Winter 2006, new transfer students at WWU begin registering for classes at the same time as continuing students. Beginning in summer 2006, all new transfers received a transfer credit evaluation of all transfer credit rather than just of coursework that is applicable to the GUR. Finally, WWU has commenced hosting an annual workshop for transfer counselors from community colleges. While these initiatives have had a positive impact, the initiatives in this decision package are required to help WWU turn out more graduates.

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

First generation students, transfer students, students with disabilities and students who have left WWU without graduating will all be impacted insofar as these critical services will not be provided due to lack of funding.

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

There is no relationship.

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

No changes are required.

k) Expenditure and revenue calculations and assumptions.

The following 10.00 new FTE are requested in this decision package:

- 1.00 FTE Exempt Professional Staff – Academic Support Coordinator for the Student Outreach Office: \$40,000 annual salary
- 2.00 FTE Exempt Professional Staff – Accommodations Counselors – DisAbility Resources Office: \$45,000
- 2.00 FTE Non-tenure track faculty positions: \$131,200 for both positions. This amount represents of existing, highly experienced faculty time at the associate rank level, to provide academic mentoring to First Generation Students
- 2.00 FTE Exempt Professional Staff – Academic Advisors in the Academic Advising Office: \$40,000 per position
- 2.00 FTE Exempt Professional Staff – Financial Aid Counselors: \$40,000 per position
- 1.00 FTE Exempt Professional Staff – Transfer Admissions Counselor in the Admissions Office: \$40,000

An amount of \$92,500 in one-time funds is requested in 2009-10 for equipment and furnishings for these new positions.

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

For 2010-11, all costs are ongoing and permanent on an annual basis in the amount of \$730,418 to cover salaries, benefits, and operations. There will be a very small biennial carry forward amount in the 2011-2013 biennium, since recurring costs in year two of the biennium are \$730,418, compared to recurring costs in year one of the biennium in the amount of \$713,993.

DECISION PACKAGE TITLE: Expand Childcare on Campus

Recommendation Summary Text:

Maintaining quality, affordable child care for student parents is critical to student retention and success. With the growth of student enrollment and the shifting demographics toward at-risk and underrepresented populations, demand for affordable campus child care at Western is increasing. Through targeted investment in childcare, Western will be prepared to meet this growing demand.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 221,910	\$ 171,910	\$ 393,820
Total Resources	\$ 221,910	\$ 171,910	\$ 393,820
USES (EXPENDITURES)			
Classified	\$ 115,500	\$ 115,500	\$ 231,000
Salaries and Wages	\$ 115,500	\$ 115,500	\$ 231,000
Employee Benefits	\$ 33,495	\$ 33,495	\$ 66,990
Goods and Services	\$ 71,915	\$ 21,915	\$ 93,830
Equipment	\$ 1,000	\$ 1,000	\$ 2,000
Total Expenditures	\$ 221,910	\$ 171,910	\$ 393,820

STAFFING FTE

Classified	3.50	3.50
Total FTE	3.50	3.50

Package Description:

With the retirement of an aging faculty/staff, the hiring of younger professionals, the growth of student enrollment, and the shifting demographics toward at-risk and underrepresented student populations, demand for campus child care is increasing.

The WWU Child Development Center (CDC) has been operating since 1971 as an early childhood education program, a cooperative that relies heavily upon parent volunteers, and as a lab for Western undergraduates within the Woodring College of Education teaching programs. Its current capacity is 56 children, ages 2-5, of students and faculty and/or staff. **There are currently 76 children on the waiting list.** Unmet child care needs have a negative impact on student success in the classroom and on Western's recruitment and retention of students, faculty and staff.

Only two spaces have been added (from 54 to 56 children) to the capacity of Western's CDC since 1996 when consultants Burud & Associates studied WWU childcare and recommended the University secure additional funding sources and enlarge capacity. Financial Aid office information, surveys and CDC waiting lists confirm **significant unmet demand** with a growing

pipeline of infant/ toddler/pre-school age children. This demand has existed without resolution for a number of years, a situation that has likely led to an understatement of the true demand for educationally-focused campus childcare at Western (as parents have been compelled to turn to off-campus venues).

Forty of the 76 children currently waitlisted are presently too young to attend the CDC; however, Western parents often put their children on the waiting list at birth in order to secure a spot by the time they turn 2 years old. If a spot is not secured at age 2, parents are forced into competing for childcare within the Bellingham community – often at childcare centers that do not offer the quality educational programs and convenience of Western’s on campus program. At the time of this request, 36 of the 76 children on the waiting list, age 2 and above, have been forced to find childcare outside the University.

Waiting List:	Under Age 2	Age 2 or Above	Total
Students	8	14	22
Faculty / Staff	<u>32</u>	<u>22</u>	<u>54</u>
Total	40	36	76

Typically, the CDC aims for a service ratio of 70% student parents to 30% faculty/staff, offering additional faculty/staff openings only on a space available basis. For FY 2008, the service ratio is 60% student parents and 40% faculty/staff and yet the demand from faculty/staff remains largely unmet, as indicated in the “waiting list” chart above.

Accreditation

Western’s Child Development Center (CDC) was turned down for re-accreditation because it did not meet increased educational level guidelines for assistants in the classroom newly implemented by the National Association for the Education of Young Children (NAEYC). In addition, Western’s CDC’s professional teacher-to-child ratio is double the current standard. Because the CDC also serves as a lab for the Woodring College of Education’s Early Childhood Education program, a high demand field, it is especially critical that the CDC remain a quality, accredited, learning outcome-based program.

The CDC’s current professional teacher-to-child ratio is 1:14. NAEYC accreditation standards recommend a 1:5 ratio for 2-year olds, 1:6 for 3-year olds, and 1:8 for the 4-5 year old age category. Currently the CDC relies heavily on parent volunteers and student employees rather than on professional teaching assistants in each classroom. Adding a professional teaching assistant in each classroom, as proposed by this decision package, would enable the CDC to meet the guideline for educational background/training of assistants in the classroom and would improve Western’s ratio to 1:7 on average. This would bring Western’s CDC staffing in line with other local accredited child care centers, including Whatcom Community College’s Child Care Center which has two professional teachers in each classroom.

Affordability

With the shifting demographics toward at-risk and underrepresented student populations (often with high financial need), and the increasing difficulty in recruiting talented and diverse faculty and staff due to salary levels, it is critical that Western’s Child Development Center remain an affordable option. The CDC has strived to keep costs low by utilizing a cooperative model with volunteers and student employees serving as assistants in the classroom. Without state

investment, costs will rise as professional teaching assistants are placed in each classroom. State investment in Western's CDC will ensure NAEYC accreditation and assist the university in providing critical services without passing significant cost increases onto student parents who are already struggling financially.

Requested Funds

This decision package includes a request to fund professional teaching assistants in each of the four classrooms, as well as a one-time allocation of \$50,000 for planning and assessment. The planning funds will support four initiatives necessary to position the CDC for future services.

1. Conduct a needs assessment for campus childcare based upon enrollment projections, emerging student population demographics and future staffing patterns (e.g., surveying faculty, staff and students to discern the extent of present and future demand for various age levels of child care, reviewing financial aid data to determine affordability levels for student parents, incorporating the impact of the projected change in state demographics, and studying availability of comparable quality child care in the community);
2. Review the program policies and operations that resulted from the 2006 CDC Assessment Report and conduct measurement processes to assess the effectiveness of those actions (e.g., assessing staffing levels and structures necessary to meet accreditation and strategic goals and learning objectives);
3. Exploring further opportunities for partnership and establishing a multi-year plan for coordination with the Woodring College Early Childhood Education Program whereby the CDC can best fulfill the role as a resource lab for students in the academic program; and
4. In accordance with projected campus childcare needs, program assessment, and integration with the academic program, develop long range facility, operational, and financial models to meet future needs.

Summary

While the CDC currently benefits multiple Western constituents, with increased funding, Western would be in a position to respond to following imperatives:

1. The Governor's Early Childhood Education imperative stated within the *Washington Learns** document, requiring programs to incorporate creativity and innovation into early learning programs and to serve more children so that more enter kindergarten ready to succeed and to start off as lifelong learners;

**Washington Learns, p. 19, reinforces the economic benefit of investing in early childhood education: "Economist and educators have found that investments in high-quality early learning, especially for at-risk children, yield significant benefits. The Perry Preschool Study found that eight dollars was saved for every dollar invested in early learning, as the costs of remedial education, special education, abuse and neglect, health care, school drop-out rates, teen pregnancy, crime and incarceration were all significantly reduced." Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40, 2005, L.J. Schweinhart et al.*

2. Western's challenges in attracting talented and diverse candidates to this high cost area. An expanded CDC will serve as a recruitment and retention tool for faculty/staff;
3. The University's priority goal of providing cost-effective services and parenting learning opportunities for a changing demographic student body, who otherwise might not be able to attend college (low income, first generation, at-risk and underrepresented students with children); and
4. An opportunity to increase learning opportunities for future Early Childhood Educators attending Woodring College of Education so that these future educators will be better prepared to succeed in teaching our children.

The CDC is at a critical juncture in ensuring NAEYC accreditation status and in planning for the future and in meeting future demand in an affordable manner. This decision package provides the funding stability to enable the University to keep parent fees affordable, further integrate learning outcomes into the curriculum, provide quality professional staffing needed to maintain its accreditation, and enable the University to plan for current and future child care demand. With enhanced funding, it is expected that Western's Child Development Center would continue to be a model program at the forefront of advancements in the field, and would collaborate with other institutions and agencies to further the development of early childhood programs in the State, including efforts by K-12 school districts.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Learning Outcomes. Learning Outcomes are continually being developed, reviewed and expanded for children served in the Child Development Center, student and faculty/staff parents of those children, and students training to be Early Childhood Educators. Recent grant funding has supported these efforts, and the CDC is poised to track additional measures. Funding of professional teacher assistants in each classroom will facilitate the integration of learning outcomes into the curriculum.

Affordability. Western has been prudent in running a cooperative child care center with volunteers and student employees – an efficient use of resources. However, with the changes in accreditation standards and the need to continue integrating learning objectives into the classroom curriculum (also utilized as a lab for Woodring Early Childhood Education Students), professional assistants in each classroom are critical. Without state funding for this package, costs will need to be passed on to parents to hire the four professional assistants for the classrooms. Funding this decision package will have a direct, positive impact on student retention and success.

Degree Production and High Demand Field. Affordable child care is critical to student retention and success, enabling these student parents to complete their degrees. In addition, the CDC serves as a lab for students preparing to teach in Early Childhood Education, a high demand field. The economic benefit to the state results

not only from degree completion of student parents and supporting a high demand degree program, but also through the investment in the children themselves.

Accreditation. Funding would move the CDC's professional teacher-to-child ratio from 1:14 to 1:7. National Association for the Education of Young Children (NAEYC) accreditation standards recommend a 1:5 ratio for 2-year olds, 1:6 for 3-year olds, and 1:8 for 4-5 year old category.

Why is maintaining accreditation important? NAEYC provides a high quality framework upon which to build child care programs, gives the Center credibility with parents and educators, shows the institution's commitment to providing the highest quality of care and education of young children and makes the Center competitive in applying for grants. Accreditation ensures that students from the Woodring College of Education are gaining their practical experience in a high quality early learning program that follows high industry standards, developing well-prepared early childhood educators for the State of Washington in support of the Governor's initiative on Early Childhood Education as outlined in the *Washington Learns* report.

There are currently four accredited programs in Bellingham, one of which is the Child Development Center at Whatcom Community College. Whatcom's program is staffed with a lead and assistant teacher in each classroom year-round. WWU, as a 4-year state institution with a 4-year degree program in Early Childhood Education, needs to be able to offer a quality, accredited curriculum-based educational program to its student and faculty/staff parents and to play a leadership role in the development of learning outcomes.

NAEYC accreditation represents the highest standards in Early Childhood Education. Most states recognize NAEYC as the gold standard, and use their standards in developing their Quality Rating Systems. They help child care centers work through a systematic method to assess their work with children (relationships, curriculum, teaching, health and assessment of child progress), set qualifications for teaching staff, assess their physical environment, and improve their leadership and management. NAEYC also sets high standards in building partnerships with families and community.

b) Performance measure detail.

Unmet child care demand or unaffordable child care can have a negative impact on student-success in the classroom and on retention, especially as the percentage of at-risk and underrepresented students rises.

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

In addition, by maintaining an accredited, quality child care program for use by Woodring Early Childhood Education students, the production of degrees awarded in the high demand field of education will be supported.

Student parents are often at-risk for degree completion and will be especially so given the shifts in state demographics. By keeping quality child care available and affordable, these students will benefit from less financial strain and worry. They will learn parenting skills and have an integrated support system within the University to help them be successful academically.

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

Western's strategic plan underscores the need to increase financial aid to students, to serve targeted populations, and to recruit and retain high quality, diverse faculty and staff, (specifically calling for competitive salaries and broad-based benefits of which affordable child care is often a key.)

This package ties directly with the University's priority goal of providing cost-effective services and parenting learning opportunities for a changing demographic student body, who otherwise might not be able to attend college (low income, first generation, at-risk and underrepresented students with children).

The "Western Experience" description states that "through engaged excellence... Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity." This is relevant to both the children served through the CDC as well as the Western undergraduates studying to be Early Childhood Educators. The CDC is a "lab" rich with opportunity for undergraduates and parents engaged in igniting a life-long passion for learning in the children they serve.

Western's strategic plan calls for incorporation of assessment of student learning outcomes as well as self-assessment processes. This package will not only enable the CDC to make progress in learning outcomes within its curriculum for children served, but in learning outcomes for parents, students in the Woodring Early Childhood Education program as well as implement tools to continually assess the services provided through the CDC.

Additionally, this package supports Western's proposed performance agreement goals of promoting effective stewardship of resources to ensure quality, responding to workforce needs, and increasing college access and degree production.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees, especially those at-risk. It will

also increase the percent of students prepared to meet workforce needs, in multiple disciplines, but also in the high demand field of education.

Additionally, this proposal will benefit and improve the security of Washington's vulnerable children by providing early childhood education to a population that is often at risk (young parents struggling to gain an education.)

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

This package supports the HECB Master Plan goals of focusing on diversity and helping more people achieve degrees.

It responds to the Governor's Early Childhood Education imperative stated within the *Washington Learns* document, requiring programs to incorporate creativity and innovation into early learning programs and to serve more children so that more enter kindergarten ready to succeed and to start off as lifelong learners. This package increases learning opportunities for future Early Childhood Educators attending Woodring College of Education so that these future educators entering high demand fields will be better prepared to succeed in teaching our children.

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

I. A 1996 consultant study by Burud & Associates called for additional funding sources and expansion of the capacity of the center to meet demand. Some additional sources of funding have been incorporated, but given increasing personnel costs (the greatest share of the CDC's operating budget), funding is insufficient. Capacity has remained largely the same for well over ten years.

II. Statement of Support from the Associated Students:

The Associated Students (A.S.) of Western Washington University has always taken a keen interest in childcare. In fact, it was with A.S. Bill F-21 that funding to start the first day care at Western was provided. Since 1971, our students have played a significant role in the growth and prosperity of this program, from conducting campus-wide studies of childcare needs to working with the administration to transform the program into the well regarded program it is today. It has held National Association for the Education of Young Children (NAEYC) Accredited and only recently was not renewed due to the change in standards and inability to fund professional assistant teachers in each classroom.

With increasing numbers of students attending WWU, Associated Students' funds have been inadequate to satisfy the growing need and cost of child care. Each year, the exceptional staff in the CDC must try to do more with fewer resources. To adequately attend to the growing demand, a greater commitment of support is critical. If Learning Outcomes are to be effectively reached and

students and their children are to receive the child care they deserve, then the Child Development Center needs immediate attention and assistance.

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

Accreditation and maintaining affordability are critical issues, that can be solved by funding additional professional assistant teachers in the classrooms. Included in this decision package request is planning money to refine demand projections and consider options for meeting the additional demand in the pipeline for the long term. Those plans could include further expansion in the same or different location, exploration of partnership arrangements with other institutions, organizations, private donors, and stronger academic partnerships through enhanced instructional teaching labs. Such a study is important in determining the most efficient use of resources for meeting increased demand for services.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

Restoring accreditation and the resulting stature of the CDC as a quality child care facility (and a quality program within which Woodring students learn) will be jeopardized. If the CDC hires a professional assistant in each of the four classrooms and has no funding support, the financial impact to parents would be significant.

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

There is no relation in this biennium. If it is determined through the demand study that additional capacity should be added, and if other dollars cannot be secured to meet this need, there may be a capital request in future biennia.

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

No changes required.

k) Expenditure and revenue calculations and assumptions.

General Fund-State is requested:
3.50 FTE classified staff, all Early Childhood Program Specialists/Level 2 are requested at \$115,500 on an annual basis.

\$50,000 in program development and planning funds are requested on a one-time basis in year one of the biennium. These funds would be utilized for self-assessment, learning outcome integration and a demand/program/facility option study.

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

Salaries, benefits and operating costs associated with the additional early childhood program specialist positions are ongoing and permanent. An amount of \$50,000 in year one is requested on a one-time basis for program development and planning as detailed in this narrative. An amount of \$171,910 in 2010-11 is recurring and permanent on an annual basis. There will be no carry-forward impact in 2011-13.

DECISION PACKAGE TITLE: Center for Law, Diversity, and Justice

Recommendation Summary Text:

There is a documented shortage of minorities and other under-represented groups in the legal profession in Washington. Western’s Center for Law, Diversity and Justice is poised to play a significant role in reversing this trend by developing a rich and relevant program of learning for undergraduates and a vigorous high school recruiting program.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 378,559	\$ 366,514	\$ 745,071
Total Resources	\$ 378,559	\$ 366,514	\$ 745,071
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 65,600	\$ 65,600	\$ 30,000
Faculty Non Tenure-Track	\$ 15,000	\$ 15,000	\$ 30,000
Exempt Professional	\$ 17,000	\$ 17,000	\$ 34,000
Classified	\$ 62,000	\$ 62,000	\$ 124,000
Salaries and Wages	\$ 159,600	\$ 159,600	\$ 218,000
Employee Benefits	\$ 46,284	\$ 46,284	\$ 92,568
Goods and Services	\$ 172,675	\$ 160,630	\$ 434,503
Total Expenditures	\$ 378,559	\$ 366,514	\$ 745,071
STAFFING FTE			
Faculty	1.33	1.33	
Exempt Professional	0.50	0.50	
Classified	1.50	1.50	
Total FTE	3.33	3.33	

Package Description:

Through targeted investment, the Center for Law, Diversity and Justice at Fairhaven College of Interdisciplinary Studies will be able to expand programs and activities that prepare students currently under-represented in the legal profession for law school, while at the same time creating a pipeline for recruiting high school students into this signature program.

Lawyers and other professionals with legal skills play an important role in the prosperity and politics of Washington State. The increasing diversity of our citizens challenges our attempts to represent the concerns and promote the interests of everyone. Those with legal knowledge and skills are needed to help build a productive and inclusive society.

Western's Center for Law, Diversity and Justice wants to better serve Washington State by:

- 1) Creating new programs and learning experiences for Western undergraduate;
- 2) Reaching out to high school students to interest them in careers that employ legal skills and knowledge and in obtaining a four-year degree; in short, reaching out to create a pipeline to the Center and its program, the only one of its kind in the State;
- 3) Engaging the communities that the Center seeks to serve by training high school and college students; and
- 4) Serving Western interdisciplinary students in both business and the sciences who are also interested in the law.

Requested funds will cover the salary and benefits of 3.33 FTE to be hired in 2009-10: 1.00 FTE associate professor/attorney; 0.33 non-tenure track faculty to cover the teaching of courses related to LSAT preparation; a .50 FTE field supervisor; 1.00 FTE administrative coordinator; and 0.50 FTE clerical. These staff will initiate the following programs:

- I. Outreach to High School Students: In an effort to reach out to high school students and create a pipeline to university (and eventually professional and graduate school education) the Center will offer College Quest summer camp courses (such as Street Law, Criminal Justice) in conjunction with a state-wide pre-law student leadership conference, and to sponsor or coach mock trial teams and organize moot court contests, sponsor a legal career day for them, and workshops in the high schools on legal issues of concern to students in partnership with high school teachers.
- II. Expanding Access: The Center will incorporate a regular plan of study in a Concentration curriculum under the mentoring of faculty attorneys and internship supervisors (with agencies and firms throughout the Puget Sound area) and with current staffing is able to serve approximately 30 students per year. Expanding access to the program requires additional faculty, the assistance of an administrative coordinator, and a field supervisor, along with resources for programming initiatives.
- III. New Program Initiatives: In order to create a high quality educational experience and to better serve our students and the state, the Center will offer additional workshops and speakers; pre-law advising for the university as a whole; trips to law school information fairs; and clinical *practica* (the Whatcom County Civil Rights Project, the Domestic Violence Court Watch Project, etc). Additionally, the Center will offer several new courses and new programming, such as an LSAT preparation course; more internships and professional mentoring (through the Minority Bar Associations); visits from law school representatives; career advising; and thematic programming. In order to expand the Center's outreach, development of a new website and targeted publications must occur. Additionally, the implementation or improvement of the following activities will be supported by new funding: leadership development activities and training, reconciliation tasks forces, mediation and conflict resolution training, cross-cultural communication, law school and law firm

visits, a rotating professional faculty, scholarships, community legal assessments, and the creation of a legal library and access to research data bases.

In order to create this rich program of learning and recruiting experiences, the Center and Fairhaven College will partner with the other colleges and departments on campus at Western – the Center for Educational Pluralism, American Cultural Studies, Border Studies, and the Political Science department, the Human Security/World Issues Forum, and so on. The requested funding will be used to greatly enhance Western’s ability to fulfill its mission of creating opportunities for students to engage in excellence in learning and planning for futures that contribute to our common good.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The overall expected outcomes of this initiative are increases in numbers of high school students entering and graduating Western and other Washington institutions with preparation for law school application or to enter directly into the legal profession in a variety of areas.

Additionally, a significant increase in numbers of minority students entering law school and the legal profession as they graduate from Western. The Law, Diversity and Justice Center will track the students entering the program, graduating from the program, and report on the numbers that enter law school from the program and/or directly enter the job market in Washington in positions related to law.

b) Performance measure detail.

Through targeted investment in this decision package, all of Western’s accountability measures should be positively impacted: the number of bachelor’s degrees awarded; the number of bachelor’s degrees awarded to minorities and other at risk students currently under-represented in legal professions; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor’s degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

c) Is this decision package essential to implement a strategy identified in the agency’s strategic plan?

This decision package flows directly from the University’s Strategic Plan. It promotes an engaged excellence in our students that builds a liberal arts context for professional skills. The Law, Diversity and Justice Program promotes curiosity, self-direction, leadership, civic engagement, social responsibility and effective citizenship while furthering the diversity of identities and ideas in our community of learning and in the communities around us.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees; the percent of under-represented students in programs and majors; and the percent of students prepared to meet workforce needs.

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

This decision package directly addresses key elements of the Washington State Higher Education Coordinating Board's new Strategic Plan. It challenges barriers to educational success for immigrants, people of color, low-income and under-represented groups and so it presumes that our society should be built on virtue and talent, not on circumstances of one's birth. The strategies included in this proposal are innovative investments in developing the capacities of citizens and in creating equitable paths to better futures for people of our State. This pipeline program is design to seamlessly increase the percentage of high school students into higher education and into careers crucial to communities of people under-represented in the occupations that leverage talent and equity for the sake of a collaborative culture of citizenship and prosperity.

This decision package would rate very high in the Priorities of Government process insofar as its implementation would contribute to all POG identified result area indicators of success in improving the value of postsecondary learning.

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

This decision package supports Western's proposed Performance Agreement Goal goals of increasing college access and degree production, and responding to state economic and workforce needs

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

Fairhaven College of Interdisciplinary Studies has stretched resources to introduce the Law, Diversity and Justice Program. The program cannot expand without additional funds. The College continues to seek private funding support and with a state investment should improve its ability to raise private funds

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

The Center will not be able to move forward in its program offerings for students and the many positive results outlined above will not be possible.

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

None. New staff will be housed in Fairhaven College in existing space that will be made available as a result of the conversion of current storage rooms to office space.

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

None.

k) *Expenditure and revenue calculations and assumptions:*

Revenue Calculations and Assumptions:

General Fund-State support is requested to support this package.

Expenditure Calculations and Assumptions:

Classifications/ faculty & staff salaries included in the decision package:

1.00 FTE associate professor/attorney at a salary of \$65,600
0.33 FTE non-tenure track faculty for LSAT Preparation Courses: \$15,000
0.50 FTE field supervisor (Exempt Professional Staff): \$17,000
0.50 FTE clerical support (Classified): \$17,000
1.00 FTE administrative coordinator: \$45,000

Library Support: An amount of \$25,000 per year is included in goods and services for library support, including the purchase of Westlaw at \$15,000 per year.

High School Outreach and Recruitment: \$20,000 in year one and an additional \$30,000 in year two is included for program and publicity materials, and travel to high schools to set up programs with teachers and counselors and to recruit students into the pipeline programs – college quest summer camp, student legal-issue workshops, legal career day, mock trial and moot court team training and competitions, and so on, serving 90 students in high school pre-law clubs and 30 students in summer programs.

Goods and Services includes faculty and field supervisor travel, memberships, supplies, materials, and equipment, as well as recurring indirect costs related to academic support services, plant operations and maintenance.

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

Distinction between one-time and ongoing costs:

Staffing and program costs will be ongoing.

Budget impacts in future biennia:

General Fund-State amounts requested for 2010-11 are permanent and will continue on a permanent basis.

DECISION PACKAGE TITLE: Student Teachers Enhancing Possibilities

Recommendation Summary Text:

WWU requests funding for *Student Teachers Enhancing Possibilities (STEP)*, an innovative program for recruiting traditionally underrepresented students to higher education. In partnership with P-12 schools, Western student teachers (education students completing their culminating teaching internships) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western’s future teachers will “open eyes and doors” to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 214,418	\$ 314,284	\$ 528,702
Total Resources	\$ 214,418	\$ 314,284	\$ 528,702

USES (EXPENDITURES)

Faculty Tenure/Tenure-Track	\$ -	\$ 65,600	\$ 50,000
Faculty Non Tenure-Track	\$ 25,000	\$ 25,000	\$ 50,000
Graduate Teaching/Research Assistants	\$ 32,000	\$ 32,000	\$ 64,000
Exempt Professional	\$ 55,000	\$ 55,000	\$ 110,000
Classified	\$ 32,000	\$ 32,000	\$ 64,000
Salaries and Wages	\$ 144,000	\$ 209,600	\$ 338,000
Employee Benefits	\$ 41,760	\$ 60,784	\$ 102,544
Goods and Services	\$ 19,158	\$ 41,400	\$ 76,158
Equipment	\$ 9,500	\$ 2,500	\$ 12,000
Total Expenditures	\$ 214,418	\$ 314,284	\$ 528,702

STAFFING FTE

Faculty	0.50	1.50
Graduate Teaching Assistants	1.00	1.00
Exempt Professional	1.00	1.00
Classified	1.00	1.00
Total FTE	3.50	4.50

Package Description:

As asserted in the landmark *Washington Learns* call to action for a “world-class, learner-focused, seamless education,” the statistics for school attainment in the state reveal an alarming trend. The percentage of Washington citizens achieving a college education has declined over the past ten years and less than 19% of the ninth graders in the state complete college. As stated by Governor Christine Gregoire, “Education is the single most important investment we can make for our

children, our state, and our future.” Increasing participation in higher education, especially for minority, low-income, and students without a college-going tradition in their families, is the focus of the *Student Teachers Enhancing Possibilities (STEP)* initiative.

Increasing participation in higher education, especially for minority, low-income, and students without a college-going tradition in their families, is the focus of the *Student Teachers Enhancing Possibilities (STEP)* initiative. The initiative will utilize over 500 student teachers each year within Western’s highly respected Woodring College of Education to mentor and encourage K-12 students towards thinking about college enrollment at an early level.

In partnership with P-12 schools, Western student teachers (education students completing their culminating teaching internships) will provide mentoring and tutoring to support and encourage aspiring first-generation college students. Through the program, Western’s future teachers will “open eyes and doors” to higher education for students and their families throughout the state while developing the knowledge and skills to support future generations of students in their classrooms.

The STEP initiative will utilize over 500 student teachers each year within Western’s highly respected Woodring College of Education to mentor and encourage K-12 students towards thinking about college enrollment at an early level.

Through the *STEP* initiative, Western’s student teachers will complete specialized training in the identification and mentoring of students who have been traditionally underrepresented in higher education. As a result of this specialized training, over 500 future teachers each year will develop the knowledge and skills to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students.

Because Western’s student teachers complete their internships under the supervision of experienced teachers in schools across the state of Washington, teachers in those schools will also participate in the *STEP* training. Through a series of professional development workshops, teachers hosting Western student teachers in their classrooms will develop the knowledge and skills to encourage and support traditionally underrepresented students to aspire to attend college.

Grounded in research and best practice, the specialized *STEP* teacher training emphasizes the premise that all students should have the opportunity to attend college. Fundamental to *STEP* are the assertions that all students will achieve to the highest levels given rigor and support and that any obstacle can be overcome with targeted mentoring for learning and academic tutoring. The specialized *STEP* training prepares teachers to provide students with the following supports:

- Instruction in reading, writing, study skills, mathematics, science, and other subjects necessary for success in school
- Academic counseling
- Tutorial services
- Mentoring for learning
- Information on postsecondary education opportunities.

Developed by faculty at WWU, the *STEP* program has been used for the past three years by Western student teachers and experienced teachers at Shuksan Middle School in Bellingham

School District. Through the Shuksan-based *STEP* program, over 60 middle school students received tutoring in reading, writing, study skills, and mathematics and participated in mentoring programs staffed by Western student teachers. Survey data gathered from the middle school students and their families indicate the success of the *STEP* program in supporting aspiring first-generation college students and in putting college in the “hearts and minds” of students who were formerly reluctant to pursue higher education.

Having launched the *STEP* program with middle school students, confirmed its viability, and proven the benefits to students and their families, it is now Western’s objective to build on this visible success. We are seeking funding to implement the program with all student teachers at WWU completing their student teaching through our teacher education programs in Bellingham, Everett (Everett Community College), Seattle (North Seattle Community College), and Bremerton (Olympic Community College). In addition to integrating the *STEP* training into the curriculum of our teacher education programs, Western will provide focused professional development for teachers in whose classrooms our student teachers are placed. Finally, while building a sustainable program on campus, Western faculty and student teachers with the collaboration and expertise of our P-12 school partners will serve as a model for other institutions in the state.

While the 500 student teachers placed in schools by Western each year represent an impressive renewable workforce, additional resources requested in this decision package will enable Western to expand the reach and impact of the *STEP* initiative. With these additional resources, we will insure that every teacher graduating from Western possesses the knowledge and skills to enhance educational possibilities for traditionally underrepresented middle and low achieving students. Moreover, we will build a replicable model for other teacher education institutions in Washington.

In the fall quarter of 2009-2010, a program director experienced in working with P-12 student academic support and mentoring programs will be hired. The director will be assisted by one full-time staff person. We will conduct a search for a field placement coordinator to work with school districts to identify participating schools and teachers. A Teacher on Special Assignment (TOSA) will be hired to coordinate teacher professional development. The project director will work with Western faculty to integrate the principles and concepts of *STEP* into teacher education program curriculum.

By year two or 2011, it is expected that the *STEP* principles and concepts will be fully integrated into teacher education program courses to insure that all Western’s future teachers develop the knowledge and skills to implement *STEP*. During the fall quarter, practicing teachers will participate in professional development workshops in preparation for hosting Western student teachers in their classrooms. By winter of 2011, all Western student teachers will implement the *STEP* strategies with students in P-12 classrooms. Funding for *STEP* will enable Western student teachers to provide instructional support and mentoring for P-12 students in nearly 500 classrooms across the state. This impact translates to putting college in the “hearts and minds” of close to 5,000 students who were formerly reluctant to pursue higher education.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The *STEP* initiative will raise educational attainment in the state of Washington by helping P-12 students explore their dreams and talents, learn about careers and higher education, and develop the strategies to succeed in college. Through the *STEP* initiative, stronger partnerships between public schools and higher education will be created to enhance the educational opportunities for all students. Moreover, the *STEP* initiative will develop a replicable model for the initial preparation and ongoing professional development of teachers to ensure that all Washington teachers possess the knowledge and skills to support and mentor students for success in college and beyond.

Through the *STEP* initiative, Western student teachers will complete specialized training in the identification and mentoring of students who have been traditionally underrepresented in higher education. As a measurable outcome, over 500 future teachers each year will develop the knowledge and skills to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students. An additional 500 practicing teachers hosting Western student teachers in their classrooms will receive the *STEP* training and will develop the knowledge and skills to encourage and support traditionally underrepresented students to aspire to attend college. This impact translates to putting college in the “hearts and minds” of close to 5,000 students each year who were formerly reluctant to pursue higher education.

The *STEP* initiative is expected to have long-term, sustained impacts on the number of Washington students seeking higher levels of educational attainment. The initiative focuses on encouraging and supporting more students to pursue higher education. The reach and scope of *STEP* will grow exponentially over time, and will have its greatest impact on the number of underrepresented students in the state who enroll at Western and who are encouraged and prepared to enroll at other four-year colleges and universities and community colleges in the state.

b) Performance measure detail

Through targeted investment in this decision package, most of Western’s accountability measures should be positively impacted: the number of bachelor’s degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor’s degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

c) Is this decision package essential to implement a strategy identified in the agency’s strategic plan?

Engagement, Diversity, and Community Service comprise three of the core values included in Western’s 2006 Mission and Strategic Plan “Engaged Excellence.” Consistent with our core value of engagement, all Western students are expected to be actively involved in their own learning. This value comes alive in our teacher

education programs through intensive and extensive field experiences in P-12 schools. Through these experiences, our future teachers apply and practice the knowledge and skills of highly qualified educators.

In terms of the diversity core value, Western is committed to diversifying our student body through initiatives that encourage the enrollment of traditionally underrepresented populations. Through the *STEP* initiative, Western puts this commitment into practice by involving our students in supporting elementary, middle, and high school students to dream and plan for college.

Through their extensive field experiences in P-12 schools, Western's teacher education students serve and enrich the broader community by supporting the learning and well-being of children and their families. The *STEP* initiative provides the means for Western students to directly serve the community through the mentoring and tutoring of K-12 students.

Additionally, this package supports Western's proposed performance agreement goals of increasing access and degree production, responding to state economic and workforce needs and promoting effective stewardship of resources to ensure quality.

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

Yes. This proposal addresses three of the Governor's priorities. First, through the STEP program, WWU will **improve the economic vitality of businesses and individuals** by supporting and encouraging youth to consider college attendance. Second, the proposal directly addresses the **improvement of student achievement** by through provision of a targeted program to provide support for low-income and students who would be the first in their family to attend college. Third, through the STEP program, WWU will **improve the value of postsecondary learning** through providing educational opportunities that close the achievement gap that academically sidelines low-income and minority students. Furthermore, this proposal supports a program that will help increase the percent of adults completing degrees and the percent of students prepared to meet workforce needs

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

This package supports the HECB Strategic Master Plan for Education goals of creating higher expectations for all K-12 students, focusing on diversity and helping more students achieve degrees.

This package would rate very high in the Priorities of Government process because the STEP program addresses the Initiatives for a World Class Education System targeted in *Washington Learns*. Through the STEP program, WWU will give P-12 students the information and support they need to make decisions about education and career. Furthermore, the STEP program will provide middle and high school

students with the personalized learning that will help them succeed academically. The STEP program targets the coordination of curriculum, assessment, teacher training, and family involvement to insure that more students are ready to begin higher education and training after high school.

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

The *STEP* initiative will positively impact the academic success of students enrolled in Washington's K-12 schools by creating a sustainable support system for encouraging participation in higher education, especially among minority and low-income students and students without a college-going tradition in their families. *STEP* will support other school-based intervention programs in the state through the provision of instruction in reading, writing, study skills, mathematics, science, and other subjects necessary for success in school; academic counseling, tutorial services; mentoring for learning; and information on postsecondary education opportunities.

The *STEP* initiative will positively impact other colleges and universities in the state by building on the research that has been done on effective models for increasing participation in higher education and by opening the higher education pipeline. *STEP* represents a critical investment in the future of the state by supporting more K-12 students to achieve higher levels of educational attainment. And, as noted in the *Washington Learns* report, "investing in education pays big dividends – for individuals, for communities, and for the state as a whole

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

Western has sought to implement components of the *STEP* initiative via individual *ad hoc* partnerships with local schools. However, in order to use and sustain the *STEP* training program with all of our student teachers and the teachers across the state who host our student teachers in their classrooms, we must procure the resources to establish a stable infrastructure that enables full-scale implementation. Without these new funds, the implementation of *STEP* strategies will remain limited and we will lose the opportunity to dramatically impact the extent to which Washington teachers can successfully employ research-based strategies to make academic success and the dream of college a possibility for traditionally underachieving and underrepresented students.

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

Without funding, Western will be unable to develop a comprehensive program, in partnership with K-12 schools, to provide mentoring and tutoring to encourage and support traditionally underrepresented students to aspire to attend college. Moreover, Washington will lose the opportunity to build a state-wide replicable model for increasing teacher knowledge and skills to support future generations of students to dream, plan, and prepare for higher education.

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

The *STEP* initiative does not require capital funding for implementation.

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

Implementation of the *STEP* initiative requires no changes to existing RCW's, WAC's, contracts, or state plans.

k) Expenditure and revenue calculations and assumptions.

3.50 FTE positions in 2009-10 with the Program Director/Faculty position added in 2010-11, are requested at the following salary levels:

1.00 FTE – Faculty (Associate Rank)/Program Director: \$65,600 to be appointed in 2010-11

1.00 FTE – Graduate Teaching Assistant: \$32,000

0.50 FTE – Non-Tenure-Track Faculty (Affiliate Faculty/Field Supervisor): \$25,000

1.00 FTE – Exempt Staff, P-12 School Liaison: \$55,000

1.00 FTE – Classified Staff, Program Coordinator: \$32,000

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

Revenue: General Fund-State support is requested.

Expenditures: Salaries, benefits, and operating costs are ongoing. The 2010-11 package amount of \$314,283 in general fund-state will be ongoing on an annual basis. There will be a carry-forward impact in the 2011-2013 biennium since higher funding is requested in 2010-11.

DECISION PACKAGE TITLE: Entrepreneurship and Technological Innovation

Recommendation Summary Text:

This decision package is designed to improve access by students, faculty, and the community to entrepreneurial activity, concentrating in two distinct areas of great importance to the region: 1) technological innovation and 2) social entrepreneurship. An all-campus minor in entrepreneurship is part of this proposal.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 542,767	\$ 698,022	\$ 1,240,790
Total Resources	\$ 542,767	\$ 698,022	\$ 1,240,790
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 85,000	\$ 185,000	\$ 270,000
Faculty Non Tenure-Track	\$ 81,000	\$ 81,000	\$ 162,000
Exempt Professional	\$ 60,000	\$ 60,000	\$ 120,000
Classified	\$ 80,000	\$ 80,000	\$ 160,000
Salaries and Wages	\$ 306,000	\$ 406,000	\$ 712,000
Employee Benefits	\$ 88,740	\$ 117,740	\$ 206,480
Goods and Services	\$ 138,027	\$ 160,282	\$ 298,310
Equipment	\$ 10,000	\$ 14,000	\$ 24,000
Total Expenditures	\$ 542,767	\$ 698,022	\$ 1,240,790

STAFFING FTE

Faculty	2.50	3.50
Exempt Professional	1.00	1.00
Classified	2.00	2.00
Total FTE	5.50	6.50

Package Description:

There is no denying the importance of entrepreneurial activity, including technological innovation, in the Northwest. Whatcom County particularly is cited as an excellent environment for entrepreneurial activity.

Technology drives much of this activity across the Northwest, especially high value-added activity. Many prospective entrepreneurs, as well as existing businesses, wanting to use advanced technology in their efforts, do not have and cannot afford such technology and expertise. A combination of organizations and institutions in northwest Washington, however—including WWU, Bellingham Technical College, the Technology Alliance Group, and others—have available technology and the expertise in using and marketing ideas that come from it. In bringing

together those with ideas and those with expertise, Western can encourage the development of innovations that will contribute to quality of life in many areas—economic, social, ecological, among others—and improve the Northwest’s economic and social infrastructure.

Technology is not the only area in which entrepreneurial activity is focused in the Northwest. Increasingly, social entrepreneurship is an important aspect of the Northwest economy and quality of life. In social entrepreneurship the activities are the same *but the value orientation is different* from traditional entrepreneurship. A social entrepreneur can work in a for-profit organization founded explicitly to improve society in other than economic ways; he or she also can be in a not-for-profit operating according to standard business practices to generate funds or cooperating with for-profit organizations in revenue-generating activities.

The pool of “new” millionaires, generated by the growth of the technology sector, and their philanthropic activities make this a phenomenon of interest and importance in the region. Those with ideas that fit the social entrepreneurship model need similar access to expertise as those looking to use technology in a more traditional entrepreneurial environment. In either case, the opportunity exists to help students, faculty, and the public become educated about the entrepreneurial process, as well as to connect entrepreneurs with resources, both physical and human.

Three Western Colleges will be directly and initially involved: the College of Business and Economics; the College of Sciences and Technology; and Fairhaven College of Interdisciplinary Studies.

Western currently has some resources in place and other resources in planning mode to address the area of entrepreneurial activity.

Small Business Development Center: The Small Business Development Center (SBDC), housed in the College of Business & Economics, is one of the outstanding centers of its type in the country.

Northwest Consortium for Technological Innovation (NCTID): The Northwest Consortium for Technological Innovation and Development (NCTID), housed in the College of Sciences and Technology, is well placed to support technology-based innovative activity in the region. NCTID, an initiative conceived in late 2005, exists to bring together higher education, government and private sector partners to support the growth of a technology based economy and to enhance educational opportunities in science and technology in northwest Washington. WWU is the lead institution in the consortium; partners include representation from the WWU College of Business and Economics, the Bellingham Technical College, the Bellingham Technology Alliance Group, and the Port of Bellingham. Funding to date has been limited to fractional time support for a limited term director, from funds obtained from the Provost and President on a temporary one-time basis. NCTID currently has no specifically designated space, however as the consortium activity grows, the plan is to have space for the research, development and entrepreneurial functions that NCTID supports.

College of Business and Economics: Several faculty in the College of Business & Economics have interest and expertise in social entrepreneurship. That College also has some resources that work in the general entrepreneurship area.

However, resources in all areas are insufficient to form the critical mass necessary to be truly effective in this area.

SBDC focuses on “second-stage” entrepreneurship, working with existing firms, so “first-stage” entrepreneurs getting ready to start a firm are relatively ignored. Course offerings at Western in entrepreneurship are limited to College of Business and Economic (CBE) majors, and are only general entrepreneurship courses, not courses in entrepreneurial marketing or capital acquisition. The few courses taught are by an experienced entrepreneur who is nevertheless an adjunct faculty member.

NCTID, which is in its infancy, has planned well in terms of technological development and support but lacks resources for getting innovations to market. For example, Western’s Vehicle Research Institute might have been able to collect many transit districts for its hybrid bus project with resources devoted to making markets for innovative activities. Also, courses in social entrepreneurship available to all WWU students do not currently exist, as the faculty with an interest in this area cannot be freed from other teaching responsibilities. However, NCTID’s early projects have social/environmental aspects to them, showing there is interest in this area.

Western will address these issues in two ways through the funding of this decision package.

First, WWU will put NCTID on a solid and sustainable foundation, including staff and operating support to ensure timely response and coordination among partners to people who need its services; and,

Second, Western’s College of Business and Economics will develop and implement a minor in entrepreneurship open to all WWU students. The minor would include an initial course in entrepreneurship, courses in entrepreneurial marketing and capital acquisition, and a capstone business plan course. Electives in social, environmental, and corporate entrepreneurship, and management of innovation, also would be offered; the Social Entrepreneurship dimension of this program will teach the skills of composing business plans and leadership skills to those who will lead and advise non profit and community organizations.

To be fully robust, the program would need to use experienced entrepreneurs and venture capitalists/angel investors as adjunct faculty, and there are several individuals in the area who would be interested in contributing to Western students in this manner. Professional staff and some faculty time will be required to perform coordination and operational activities. In addition, Fairhaven College of Interdisciplinary Studies educates many students who have entrepreneurial tendencies, so additional support for Fairhaven students in the form of courses taught in Fairhaven itself is necessary.

For the first part of the proposal; a professional staff person (1.00 FTE exempt professional staff position as a Program Director) will be needed with NCTID as a consortium director, a person who oversees and directs the overall NCTID operations; a 1.00 FTE tenure-track faculty position within the College of Sciences and Technology (an Associate Professor) related to NCTID, a

person who will have expertise in technology innovation, and function as an advisor and mentor to students and other faculty in areas of innovation and entrepreneurship; and a staff support person (1.00 FTE Program Manager, a classified staff Office Assistant 3, within the College of Sciences and Technology) . Coordination of NCTID's many partners takes time and energy, not to mention the day-to-day operations and contacts.

For the second part of the proposal, a dedicated full-time tenure-track faculty member in entrepreneurship (1.00 FTE Associate Professor) would be placed within the College of Business and Economics. This allows for the development of a minor in entrepreneurship open to all WWU students. The minor would include an initial course in entrepreneurship, courses in entrepreneurial marketing and capital acquisition, and a capstone business plan course (which might include an option to start one's own business). Electives in social, environmental, and corporate entrepreneurship also would be offered. The minor would fulfill the important function of allowing students from across campus to learn about entrepreneurship. It also would support NCTID by providing innovators with faculty-guided student groups that could help make markets for the innovators.

To be fully robust, the program would need to use experienced entrepreneurs and venture capitalists/angel investors as adjunct faculty (the equivalent of .50 FTE non-tenure-track faculty each year in both the College of Business and Economics and Fairhaven College of Interdisciplinary Studies), and there are several people in the area who would be interested in performing this function. Employing such people also would benefit students by giving them access to professionals as well as academics in the field. Therefore, funds also would be requested to cover the cost of these adjuncts. The full-time faculty member could also support outreach to the university and broader communities concerning entrepreneurship. Such a level of activity will require staff support in the College of Business and Economics (1.00 FTE Program Manager, a classified staff Office Assistant 3).

Professional and classified staff could be hired in the 2009-10 academic year; additionally, the NCTID-related faculty position would be necessary in that year. During year one of the biennium, a search by the College of Business and Economics would take place for the associate professorship in Entrepreneurship.

Operating funds are required to lease space at the Bellingham waterfront for NCTID operations for both years.

We believe that this proposal if implemented will give us the optimal chance of creating a climate within which students, faculty, and Northwest citizens of diverse interests can find support and education to help them exercise their passions in ways that are personally satisfying and important to the economic and social health of the Northwest.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Western will track the number of baccalaureate degree graduates who complete with a minor in entrepreneurship and become entrepreneurs in the private and not-for-profit sectors of Washington. Western will also track the number of clients assisted

through NCTID and the outcomes of that assistance in products developed, jobs created and saved, and economic impact to the communities involved. It is difficult to attempt to quantify NCTID performance at this early date. However, the number of minors expected to be earned would be 30 in the first biennium, with a total of 60 per year at full roll-out of the program.

b) *Performance measure detail.*

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree. The measure most positively affected will be retention rates, as the availability of an entrepreneurship minor and the prospect of working in some way with real firms and managers should encourage more students to stay at Western.

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

This package supports WWU's Strategic Plan objectives of interactive learning and active participation of students in scholarly and creative activities; civic leadership, effective citizenship and social responsibility; a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds; and environmental stewardship and sustainable practices through our programs, scholarship, and actions.

This package supports Western's proposed performance agreement goals of responding to state economic and workforce needs, and promoting effective stewardship of resources to ensure quality.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees, the percent of students prepared to meet workforce needs, and the possession of skills and abilities required by employers. It also will improve the economic vitality of businesses and individuals by helping increase the percentage of people employed prosperous individuals, and profitable businesses, as well as the employment rate and earnings level.

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

This package supports the HECB Master Plan goals of helping more people achieve degrees, filling unmet needs in high-demand fields, and contributing to the innovation economy.

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

Important stakeholders of the College of Business and Economics, the College of Sciences and Technology and Fairhaven College of Interdisciplinary Studies are or have been entrepreneurs. They have been highly supportive of increasing WWU's impact on entrepreneurship in the region. They also are highly supportive of expanding the opportunity to learn about entrepreneurship to the entire campus. Because many of Western's stakeholders share the University's ethos, social entrepreneurship is important to them. We have discussed our plans with the University of Washington's Center for Innovation and Entrepreneurship, and they are very supportive as well. The College of Sciences and Technology has many businesspeople and business organizations, whether trade associations or other, such as the Washington Technology Center. They also are highly supportive of the proposal.

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

Alternatives have been explored for funding a position in entrepreneurship and other activities. Foundations and individuals are interested in entrepreneurship, but they typically fund specific programmatic initiatives, not base funds or salaries. Funding opportunities, in the form of federal grants for those parts of the NCTID operation that could benefit from limited-term support (i.e. specific projects) are being explored.

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

If this package is not funded, both NCTID and entrepreneurship education at WWU will continue as they are. NCTID is run on a shoestring, and entrepreneurship education is confined to a subset of regular students. We believe the current situation fails to fulfill our obligations to our student, faculty, and community stakeholders, as well as to the citizens of the state who expect universities to play a part in the state's economic development and vitality.

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

None at this time, though in several years, it is possible that WWU's request for developing a waterfront campus could provide space for some of these initiatives.

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

No changes are required.

k) Expenditure and revenue calculations and assumptions.

College of Business and Economics staffing and salaries:

Faculty-Associate Rank Professor (1.00 FTE) in Entrepreneurship: \$100,000 in 2010-11

Classified Staff-Office Assistant 3 (1.00 FTE): \$40,000 in 2009-10

Adjunct Faculty (lecturers or non-tenure-track faculty) – (.50 FTE) \$36,000 in 2009-10

College of Sciences and Technology staffing and salaries:

Faculty-Associate Rank Professor (1.00 FTE) NCTID Related: \$85,000 in 2009-10

Exempt Professional Staff – Program Director (1.00 FTE): \$60,000 in 2009-10

Classified Staff-Office Assistant 3, as Program Manager (1.00 FTE): \$40,000 in 2009-10

Fairhaven College of Interdisciplinary Studies staffing and salaries:

Adjunct Faculty (non-tenure track faculty) – (1.00 FTE): \$40,000

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

All salary and benefit costs are permanent, and most operation costs, including \$55,000 per year for rent to house the NCTID program at the waterfront. An amount of \$12,000 in 2010-11 represents non-recurring funds for equipment.

An amount of \$686,023 will be ongoing on a permanent annual basis, and carry-forward costs will impact the 2011-2013 biennium insofar as year one of this request is lower than year two.

DECISION PACKAGE TITLE: Meeting State Needs for Speech-Language Disorders

Recommendation Summary Text:

The primary goal of this decision package is to expand Western’s successful speech-language pathology academic and clinical programs in the Communication Sciences and Disorders Department, preparing more undergraduates for careers as Speech-Language Pathology Assistants and preparing more graduate students for careers in speech-language pathology.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 153,020	\$ 926,735	\$ 1,079,755
Total Resources	\$ 153,020	\$ 926,735	\$ 1,079,755
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ -	\$ 251,200	\$ 120,000
Graduate Teaching/Research Assistants	\$ -	\$ 40,480	\$ 40,480
Classified	\$ 25,500	\$ 245,328	\$ 270,828
Salaries and Wages	\$ 25,500	\$ 537,008	\$ 431,308
Employee Benefits	\$ 7,395	\$ 155,732	\$ 163,127
Goods and Services	\$ 35,125	\$ 133,995	\$ 300,320
Equipment	\$ 85,000	\$ 100,000	\$ 185,000
Total Expenditures	\$ 153,020	\$ 926,735	\$ 1,079,755

STAFFING FTE

Faculty	0.00	4.00
Classified	0.92	3.52
Total FTE	0.92	8.52

Package Description:

There is a longstanding shortage of qualified Speech-Language Pathologists nationwide and in the state of Washington, particularly in our school system. Speech-Language Pathologists (SLPs) assess, diagnose, treat, and prevent speech, language, cognitive, and swallowing disorders in individuals of all ages, from infants to the elderly. The profession of speech-language pathology is expected to continue to grow faster than average, with about half of the qualified SLPs working in educational services and most others employed in health care and social assistance facilities.

This anticipated growth is due in part to the aging of the baby boom generation and the increased possibility of neurological disorders and associated speech, language, swallowing, and hearing impairments that comes with age. Medical advances that improve the survival rate of premature infants and trauma and stroke victims also result in an increased need for the assessment and treatment services provided by a Speech Language Pathologist.

Speech and hearing services are a vital part of Washington's educational system, where there is a projected growth in elementary and secondary school enrollments, including special education students. Speech-language pathologists (SLPs) provide *services that are critical to reducing barriers to learning* for both typically and abnormally developing children and adolescents.

It is now widely appreciated, and demonstrated through numerous clinical studies, that early identification and intervention provide optimal outcome for children with speech and language disorders. Furthermore, federal law (Individuals with Disabilities Education Improvement Act, IDEA 2004) mandates special education and related services to all eligible children with disabilities. As a result, increasing numbers of children with complex disorders such as severe hearing impairment, autism, traumatic brain injury, and swallowing disorders must be served by speech-language pathologists in our schools.

The Department of Communication Sciences and Disorders (CSD) at Western Washington University offers a master's degree program in speech-language pathology that is accredited by the American Speech-Language-Hearing Association (ASHA) and is one of the largest graduate programs at WWU. Typically over 100 students apply for the 20 positions available each year. In 2008, 137 qualified applicants submitted applications.

Many of the students conduct research and participate in the scholarly processes of presenting and publishing their work. During the past two years 27 graduate students presented at regional and national conferences and two coauthored publications in refereed journals. As further testament to the consistent program quality, 100% of the graduates pass the national praxis examination, usually with scores well above the national average. Western's graduates' reputation for excellent academic and clinical education results in 100% of the graduates finding employment in schools, clinics, or medical settings, with many receiving multiple job offers prior to graduation. Several have gone on to pursue doctoral degrees in reputable institutions, and now contribute their teaching and research expertise to the profession.

The academic and clinical education of these students is time intensive and requires inordinate resources, given the scope of the curriculum and the clinical supervision required for each student who is meeting the national certification standards. According to the national accreditation standards, "The speech-language pathology program must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice. The students must complete a minimum of 400 clinical education hours including a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources."

The Shortage of Speech-Language Pathologists Nationwide and in Washington State: According to the U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, **speech-language pathology is expected to grow faster than average through the year 2014.** Nationally this anticipated growth translates to more than 49,000 total job openings due to growth and net replacements. School administrators have indicated that the greatest barrier to recruiting SLPs has been the shortage of qualified applicants.

The Educator Supply and Demand in Washington State, 2006 Report was issued in Spring 2007 to provide information to assist the Office of Superintendent of Public Instruction and educational policymakers including the legislature, the State Board of Education, and the Higher Education Coordinating Board. This report describes a number of fields where Washington experiences

severe shortfalls, with Speech Language Pathologist topping the list of roles where there is “considerable shortage”.

This ranking is based on administrators’ characterization of the difficulty they have experienced in hiring qualified educators. In addition, Speech Language Pathologists are ranked second, at the same level as Mathematics, in terms of “district forecast of needs by field.” During the academic year 2005-2006, the 157 districts who responded to the survey reported 178.2 openings (FTE) for speech-language pathologists.

The report also indicated that 122 Speech Language Pathologists would be eligible for retirement for 2006-2011. Some individuals have speculated that this data underestimates the severity of the shortage, since this number does not reflect unadvertised openings. Apparently school districts may not fully report unfilled positions fearing that this would reveal unmet federal/state mandates.

Financial Costs and Negative Consequences of this Shortage: Recently a graduate of Western’s graduate program in speech-language pathology reported that she is earning \$80 an hour for a 35-40 hour week as a consultant to two Washington school districts that have been unable to hire a permanent speech-language pathologist. Over the past few years, another way to alleviate the severe Speech Language Pathologist shortage has been to hire assistants to work under the supervision of a qualified Speech Language Pathologist. This has led to numerous anecdotal accounts of under-qualified support personnel being responsible for caseloads in the Washington public schools.

The financial costs and negative educational consequences are enormous when there are not enough highly qualified Speech Language Pathologists and regulated use of speech-language pathology assistants (SLPAs) to meet the growing needs of the citizens of Washington state.

At Western, temporary adjunct faculty teach several of the ASHA required courses in critical areas, including Augmentative and Alternative Communication, Dysphagia (swallowing disorders), and Early Intervention in Speech-Language-Feeding Disorders. Similarly, temporary part-time supervisors are hired in an effort to meet the intense supervision needs when training graduate students to work with complex cases. These issues have restricted our ability to fully develop the academic coursework and clinical experiences that result in optimally trained graduates who are entering the workforce in Washington State.

The same issues negatively impact the research productivity of the faculty and the ability to recruit new faculty/staff and compete for external funding.

With the investment by the state, Western Washington University will be able to: 1) Expand the undergraduate curriculum to include speech-language pathology coursework and supervised clinical fieldwork that prepares students for careers as Speech-Language Pathology Assistants (SLPAs); 2) Enhance the graduate curriculum and clinical education offerings in key areas; and 3) Expand enrollment in the Western Washington University graduate program in Speech-Language Pathology by 40% in AY 2010-2011.

In the fall of 2008 the Department of Communication Sciences and Disorders will move into the newly constructed Academic Instruction Center. This provides an extraordinary opportunity for

CSD to enhance the education of undergraduate and graduate students, to expand clinic service delivery, to develop ambitious research programs, and to improve access to higher education.

The citizens of the state of Washington ultimately benefit from the forward-thinking and highly skilled professionals educated in our program that stresses excellence and creativity in serving all individuals with communication disorders.

The primary goal of this decision package is to obtain sufficient funds to fully staff and expand the successful speech-language pathology academic and clinical programs in the Communication Sciences and Disorders Department at Western Washington University. If funded, implementation will occur over a two year period (2009 to 2011).

In year one (2009-2010), a project director will be appointed from current faculty to oversee the multifaceted program expansion. The director will be assisted by one support staff. Equipment and supplies will be purchased, faculty/staff searches will take place. The director will advise students interested in participating in the newly-created Speech Language Pathologist Assistant undergraduate option and will assist faculty in recruiting and selecting graduate students for the 2010-2011 academic year.

By year two (2010-2011) it is anticipated that 4.00 new FTE faculty (2.00 FTE Associate and 2.00 FTE Assistant Faculty) will be hired to accommodate existing and new course offerings, to provide leadership in new clinical programs, and to begin developing the clinical research programs: 1) a specialist in early intervention in speech, language (including autism) and feeding disorders (1.00 FTE); 2) a specialist in complex neurologically-based communication and swallowing disorders (1.00 FTE); 3) a specialist in aural rehabilitation and augmentative communication(1.00 FTE); 4) a specialist in multicultural issues and telepractice service delivery models (1.00 FTE).

It also is anticipated that four clinical supervisors (4.00 FTE classified staff, Speech Pathologist 3 Grade 67) will be hired to supervise undergraduates in the Speech Language Pathology Assistant program and graduate students in the early intervention, hearing aid, augmentative/alternative communication, and telepractice clinics. In addition, four graduate student teaching assistants will be hired to provide faculty/clinical supervisor support.

Western' Communication Sciences and Disorders Department will develop the following three primary activities:

- 1) Expand Western's undergraduate curriculum to include speech-language pathology coursework and supervised clinical fieldwork to prepare Western graduates for careers as Speech-Language Pathology Assistants (SLPAs).**

Currently Western's undergraduate curriculum is designed primarily to support liberal arts education and prepare students for advanced study in speech-language pathology or audiology at other institutions, since the entry level degree for these professions is a masters degree or clinical doctorate degree, respectively.

With minimal course and clinic additions Western's undergraduate program will be in accordance with ASHA guidelines for training support personnel, and will offer a

clear Speech-Language Pathology Assistant career-track option for students earning the baccalaureate degree.

This includes adding undergraduate courses in augmentative/alternative communication and in diversity/cultural competency and providing each student with 100 clock hours of clinical experience.

2) Building on the current program Western will enhance the graduate curriculum and clinical education offerings in key areas. This also will increase the clinical research opportunities for students and faculty.

- a) Develop onsite preschools and expanded clinical offerings that provide early intervention services to individuals with language-learning disorders, autism-spectrum disorders, hearing disorders (including children with cochlear implants), and fluency disorders. This will include expanded parent education and collaboration with K-6 educators.
- b) Develop an augmentative-alternative communication clinic, providing services to nonverbal children (such as those with severe cerebral palsy) and adults (such as those with amyotrophic lateral sclerosis, multiple sclerosis, or Parkinson's Disease). This will include expanded family education and collaboration with educational facilities and community healthcare providers.
- c) Develop an onsite hearing aid clinic, thereby providing undergraduate and graduate students with the clinical education necessary to provide services involving amplification technology.
- d) Develop telepractice service-delivery, using advanced telecommunication systems to assess, diagnose, and treat communication disorders, thereby extending services to underserved place-bound individuals and augmenting services to those receiving traditional onsite therapy.
- e) Expand course offerings that support these early intervention, education, health and service-delivery areas so that faculty are fully engaged in offering the courses that provide the educational background and clinical experiences needed to serve the population across the age spectrum, thereby meeting the educational and health-related needs of citizens in the state of Washington.

These expanded or new courses will include birth to three communication development and disorders, autism-spectrum disorders and intervention, augmentative and alternative communication, dysphagia (swallowing disorders), multicultural issues in communication disorders and intervention, telemedicine in communication disorders, and qualitative research.

3) Expand enrollment in the Western Washington University graduate program in Speech-Language Pathology by 40% in AY 2010-2011. The students will be required to complete the eight quarter program that includes coursework, clinical practica, and an offsite internship.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Western will track the number of baccalaureate degree graduates who complete and are employed as Speech Language Pathologist Assistants, the number of master's degree graduates who are employed in Washington's schools and health care systems, the number of applicants and admissions to the Speech Language Pathology graduate program, and the number of graduates from both the undergraduate and graduate programs. Western (Communication Sciences Disorders Department in the College of Humanities and Social Sciences) also will track the number of graduates who enter graduate programs (master's and doctoral degree) in Washington and elsewhere. In addition, Western will track improvements in federal, corporate and private grant awards resulting from the proposed program development and faculty recruitment and support efforts.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Excellence and Engagement are two of the core values included in Western's 2006 Mission and Strategic Plan "Engaged Excellence". Western expects students to be involved in their own learning; supports innovative teaching, high quality scholarly and creative activities, and collaborative activities; and values connections with the broader community and its role in serving the needs of the broader community. Western promotes learning and scholarship that will impact the regional, national, and global communities. The proposed expansion of the academic, clinical, and research programs in Communication Sciences and Disorders will provide a forum for Western students to actively participate in learning and research while developing professional skills that will enhance the quality of life and learning of the citizens of Washington. The enriched academic and clinical programs will provide optimally educated students and highest quality clinical services to better serve regional, national, and global communities through the campus clinics, offsite collaborative efforts with schools/clinics, and internship programs.

d) *Does this decision package provide essential support to one of the Governor's priorities? (see attached Priorities of Government or POG list)*

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.

Additionally, this proposal will benefit and improve the security of Washington's vulnerable children and adults throughout the state because the well-trained and highly educated speech-language pathologists graduating from Western's outstanding program will provide urgently needed services to those in need.

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

In the November 2006 report for *Washington Learns* the following relevant goals were stated: support parents in helping children "learn to learn"; increase access to early education programs *staffed by adequately trained providers/teachers*; ensure that children enter kindergarten ready to succeed in school and in life; ensure that children transitioning from the third grade have adequate literacy and learning skills; ensure that students exiting eighth grade and high school have skills that include lifelong learning and social skills related to communication processes. These needs are met in part by the well-trained and educated speech-language pathologists whose competency includes the knowledge and clinical skill areas addressed in this proposal.

This is consistent with the *2008 Strategic Master Plan for Higher Education in Washington* where investing in early learning provider education programs and professional preparation programs in shortage areas (such as speech-language pathology) is part of the action plan for attaining the goal of closing the achievement gap and preparing all children for postsecondary education.

Additionally, funding of this proposal supports the HECB Strategic Master Plan by offering to the citizens of Washington an efficient way to meet the demands for access to higher education, *particularly in high demand and high impact fields*, by building on an outstanding program that is already in place and by optimally utilizing a recently funded facility. The implementation of the Speech Language Pathologist Assistant (SLPA) baccalaureate program and increased number of Speech Language Pathologist master's degrees will respond to the need for increased access to postsecondary degree programs in high-demand fields and middle-wage occupations.

In addition, this package supports Western's proposed Performance Agreement goals of responding to state economic and workforce needs, and promoting effective stewardship of resources to ensure quality.

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

Students at Western will have the option of completing an undergraduate degree that either prepares them for graduate school or prepares them for working as a speech-language pathology assistant. This undergraduate education will include coursework and a minimum of 100 clock-hours of clinical education currently not offered to undergraduates at Western. Graduate Students will benefit from enhanced academic and clinical education experiences that optimally prepare them for this high-demand career where they must be culturally competent as they work with increasingly complex cases using effective and innovative service-delivery modalities ranging from parent education to intense individual therapy to telemedicine.

Graduates of Western's CSD program will contribute to improved readiness for learning, quality of learning, and lifelong learning and communication abilities for hundreds of individuals of all ages. The citizens of the state of Washington ultimately benefit from the forward-thinking and highly skilled professional educated in a program that stresses excellence and creativity in serving all individuals with communication disorders.

Western's Speech-Language-Hearing Clinic will be able to continue offering valuable services to the communicatively disordered from Bellingham and nearby communities. The faculty, clinical educators, and supervised students share their clinical expertise in our onsite clinic and in offsite settings such as Head Start programs, Lummi Tribal School, Whatcom Center for Early Learning, Adult Day Health, St. Francis Adult Rehabilitation Center, and numerous retirement communities and special residential centers. Currently Western provides over 6,000 hours of clinical services annually to people in the Bellingham community. In addition, during their internships Western's graduate student clinicians annually contribute almost 10,000 hours of clinical service while working in the public schools and medical settings throughout the region.

Citizens of Whatcom County and nearby will benefit from the multiple clinical programs described in the proposal. These include programs serving children with hearing impairment, children with cochlear implants, children with autism-spectrum disorders, individuals with language-learning disorders, individuals who stutter, numerous nonverbal individuals who rely on augmentative/alternative communication systems, and place-bound individuals who would benefit from telepractice services.

The potential impact of such programs is well-illustrated by focusing on just one disorder—autism. A 2007 study by the Center for Disease Control revealed that one in 150 children in the U.S. has an autism spectrum disorder—a higher rate than previously estimated. This means that in Whatcom County alone, there are 321 individuals with autism. Studies have shown that if intensive behavioral treatment is started by the time the child is two to three years of age, there may be dramatic improvement in levels of functionality.

Parents of young children with language-learning problems will benefit from the expanded parent education programs. Citizens of Washington will benefit from the services provided during student internship placements. Finally individuals throughout the state will benefit because the well-trained and highly educated speech-language pathologists graduating from Western's outstanding programs and these graduates will provide urgently needed services throughout their careers.

It is Western's vision to become a national leader not only in undergraduate and graduate education, but in community outreach and clinical service. The dedication and involvement of permanent faculty members and clinical supervisors who are invested in the mission and long term strategic plan of Western's speech-language pathology program are essential to achieving these goals.

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

There is no viable alternative to fully funding this program development. Without these new funds we will not be able to offer the Speech Language Pathologist Assistant program nor increase the enrollment to our master's degree program. Furthermore, without the funds we will not be able to offer the desired breadth and depth of academic coursework needed to address complex communication disorders and effective intervention. Finally, we will not be able to expand our clinical offerings—including numerous preschools, parent-training programs, and telepractice—that provide the training lab for our graduate/undergraduate students and clinical services to the residents of this part of the state.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

There will be reduced access to a high-demand program that educates early learning and health care providers. Without the requested funding undergraduate students will not have access to the SLPA option. Graduate students will not have the enriched academic, clinical and research experiences that provide well-trained, innovative employees to our K-12 education and health care systems. Faculty will not be able to attract funding to further develop and sustain ongoing research and clinical innovation. Most of all, not funding the proposal would rob the citizens of Washington state of programs that target multiple stages of the education "pipeline problem".

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

Effective utilization of a building that was funded in the last biennium: in the fall of 2008 the Department of Communication Sciences and Disorders (CSD) will move into Western's newly constructed Academic Instruction Center. This provides an extraordinary opportunity for CSD to enhance the education of undergraduate and graduate students, to expand clinic service delivery, to develop ambitious research programs, and to improve access to higher education.

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

There are no changes.

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

Revenue Calculations and Assumptions:

General Fund-State support is requested to support this package.

Expenditure Calculations and Assumptions:

Classifications/ faculty & staff salaries included in the decision package:

1.00 FTE Associate Professor/Autism; Early Intervention Specialty):\$65,600

1.00 FTE Associate Professor/Dysphagia; Neurogenic disorders): \$65,600

1.00 FTE Assistant Professor/Augmentative Alternative Communications: \$60,000

1.00 FTE Assistant Professor/Multicultural specialist; Telepractice models: \$60,000

Note on faculty salaries: Starting salary for Assistant Professor must be high to compete with private sector and higher education salaries currently offered to experienced speech-language pathologists. There is a shortage nationwide of doctoral level speech-language pathologists.

3.52 FTE Speech Pathologist 3 Grade 67 (Step G) at \$61,332 per position

An aural rehabilitation specialists; an autism, early intervention specialist; a generalist, and an Augmentative and Alternative Communication (AAC) specialist.

Equipment, including new faculty set up costs: For the biennium, a total of \$180,000 is requested for equipment costs associated with the new faculty positions. This includes computer workstations for new faculty and clinical supervisors, as well as a dysphagia endoscopic system, AAC devices, and telepractice systems to be used in clinical and academic program development. It is anticipated that ongoing needs will be met via acquisition of private and public sector grants/donations.

Library Support: An Amount of \$40,000 in requested for continuing library support, beginning in year two of the 2009-2011 biennium, at \$10,000 for each new faculty position to ensure the purchase and ongoing maintenance of journal subscriptions, books and publications.

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

Distinction between one-time and ongoing costs:

All staffing and the majority of program costs will be ongoing; equipment costs in the amount of \$180,000 for the biennium are one-time; only \$5,000 is requested in recurring equipment costs. \$20,000 for one-time travel costs associated with the hire of new faculty is requested in year one; and an additional \$8,000 in one-time travel costs for year two, also associated with the hire of new faculty and staff.

Budget impacts in future biennia:

No additional costs are anticipated in future biennium. However, a permanent amount of \$823,736 of the total appropriated for 2010-11 (\$926,735) will ongoing on an annual basis.

DECISION PACKAGE TITLE: Digital Archives and Electronics Records Management

Recommendation Summary Text:

In order to address adequately the challenges of the modern digital world, and to provide the enhanced level of instruction that employers and prospective students demand, Western is now proposing to establish a Digital Archives and Electronic Records Management Program Track, within its Department of History graduate program in Archives and Records Management (ARM).

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 185,440	\$ 279,033	\$ 464,473
Total Resources	\$ 185,440	\$ 279,033	\$ 464,473
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 70,000	\$ 125,100	\$ 55,100
Classified	\$ 36,000	\$ 36,000	\$ 72,000
Salaries and Wages	\$ 106,000	\$ 161,100	\$ 127,100
Employee Benefits	\$ 30,740	\$ 46,719	\$ 77,459
Goods and Services	\$ 40,700	\$ 66,214	\$ 246,914
Equipment	\$ 8,000	\$ 5,000	\$ 13,000
Total Expenditures	\$ 185,440	\$ 279,033	\$ 464,473
STAFFING FTE			
Faculty	1.00	2.00	
Classified	1.00	1.00	
Total FTE	2.00	3.00	

Package Description:

The technological revolution of the past two or three decades has fundamentally altered how people create, use, store, and access information. As early as 1982, business analyst John Naisbitt warned, in his best-seller *Megatrends*, that, “We are drowning in information but starved for knowledge.” Piling up of increasingly detailed and sophisticated data paralyzes organizations, government agencies, and individuals, unless they employ expertise in records management and archival techniques for controlling, preserving, and accessing digital information. Information technology provides a framework for meeting current business and governmental needs for electronic records, but long-term solutions for identifying, organizing, managing, and accessing digital records demands skilled workers knowledgeable about the principles and methods of archives and records management.

The archival profession has changed in significant ways in the past two decades, with electronic records and digital archives becoming not just a distant prospect but an unavoidable and central feature of the professional landscape. In an era of reliance on digital technology the need for effective management of both public and private records poses serious legal, economic, and social concerns for the citizens of Washington. From government at both state and local levels, to businesses and industries, to academic and cultural institutions, there is a growing need for employees educated in the concepts of electronic records management and skilled at implementing solutions.

Western is currently the only graduate program in the state providing a degree in archives and records management theory and practice, and one of only three such programs in the Western US. Western also provides an archives and records management (ARM) certificate for professionals.

Western's current program is one of the few nationally recognized graduate programs at Western. Although Western's major educational focus rightly remains with undergraduate educational needs of the state's citizens, this is one area in which a current need and growing demand requires resource allocation for graduate education.

In order to address adequately the challenges of the modern digital world, and to provide the enhanced level of instruction that employers and prospective students demand, Western is now proposing to establish a Digital Archives and Electronic Records Management Program Track, within its Department of History graduate program in Archives and Records Management (ARM).

The demand for ARM graduates with digital expertise increases each year. Approximately half of the professional archivists in the Washington State Archives regional system are former Western ARM students and graduates, and several ARM graduates are employed at major corporations in the state, including Microsoft, Weyerhaeuser, and Frank Russell. Others work for the National Archives and Records Administration's Pacific-Alaska regional office in Seattle, King County, the City of Bellevue, and other local government agencies. Increasingly, ARM students are coming from other states around the country and are finding employment opportunities in all geographical regions of the US. Western thus competes—both for entering students and placement for graduates—with the two dozen or so top archival education universities in the country, including UCLA, Michigan, Pittsburgh, Maryland, New York University, and Texas. These out-of-state institutions are producing ARM graduates with digital expertise, a skill highly desired by both public and private sectors in Washington State.

The national and international involvement of ARM program directors has given Western the visibility necessary to attract some of the best graduate students in the country. Western's first full-time director of the ARM program was Dr. James B. Rhoads, former Archivist of the United States. In 2004-2005 the current ARM program director served as President of the Society of American Archivists, a professional association with more than 5,000 members. These national and international contacts enhance WWU's ability to meet the archival and records management needs of Washington businesses, governmental agencies, academic institutions, and cultural organizations. WWU's ARM program receives several requests each month for student or recent graduates for internships, temporary positions, and permanent jobs.

In recent years ARM graduates have conducted original research for master's theses on the challenges of digital technology, optical scanning, retention and preservation of electronic records, and access to these vital sources of information. This research includes both theoretical and conceptual planning as well as practical applications for government, business, and cultural institutions. ARM graduate students have completed internships in private sector firms, including Microsoft and Weyerhaeuser, in federal, state, and local government archives and agencies, and in national institutions such as the Library of Congress and the Smithsonian Institution. One former student completed his internship requirement at Microsoft, worked for several high-tech firms in the state, and became the first director of the Washington State Digital Archives. The Digital Archives is a pioneer in advanced technological applications to the management of electronic records, and has provided a model for archivists and records managers across the United States and visiting professionals from several foreign countries.

Existing Regional Educational Opportunities: WWU's Department of History's master's degree program in Archives and Records Management (ARM) since 1972 has been preparing students for careers managing records of institutions and individuals that have long-term value for society. An increasing emphasis in the graduate program has been on the challenges of modern electronic records—both those “born digital” and those used and stored electronically—including the needs for selecting records with future value, ensuring their long-term accessibility, and providing proper storage and preservation solutions.

The University of British Columbia in Vancouver offers a full graduate program in Archival Studies, with a prominent international research program on electronic records management and archival preservation. With four FTE faculty members, the UBC Archival Studies program admits 15-20 archival graduate students per year. This program does not currently have a counterpart in the Northwestern United States.

The University of Washington Information School offers one course in archives, and several of UW's recent graduates of the Information School have come to WWU in recent years to obtain the ARM certificate. In cooperation with the State's Digital Archives in Cheney, Eastern Washington University is currently hiring a faculty member in Public History who will split his assignment as Assistant Digital Archivist. Although EWU's program offers valuable connections between Public History and Digital Archives, there is opportunity for EWU and the state's Digital Archives to coordinate their programs with Western, which offers expertise in archives and records management theory and practice.

Currently Western is attempting to meet growing needs with one full-time faculty member and two adjunct instructors, who each teach one course per year. WWU's current Archives and Records Management program has placed a limit of ten new graduate students per year, which is the maximum number we can accommodate with existing resources.

The principal benefit of adding the Digital Archives and Electronic Records Management program track would be a significant increase in the number of graduate ARM course offerings, particularly in courses dedicated to electronic recordkeeping systems, digital archives, and leadership.

New courses developed by the new faculty members would focus on such topics as designing electronic recordkeeping systems, integrating digital and textual formats of information exchange

and capture, preservation methods for digital and electronic systems, appraisal and organization of digital archives, and access and use of digital archives and electronic records. A sudden increase in applications and new students is not likely, but over 3 to 5 years we should be able to increase our yearly matriculation rates for the ARM program from 6-8 (current level) to 15 and eventually 20 new students.

New Faculty and Staff: In order to provide the enhanced level of instruction that employers and prospective students demand, Western's ARM program needs one program assistant (1.00 FTE) plus two additional tenure/tenure-track full-time faculty positions (2.00 FTE) and greater access to technological resources. An associate professor in archives and electronic records management would be hired in 2009-10, and an assistant professor in digital archives and electronic records management in 2009-10.

The demand is particularly great in the area of digital technology, electronic records management, and automated techniques for managing archives and contemporary records. Many of the out-of-state graduate programs with which Western currently competes for students are based in Library and Information Science schools, which have stronger technology infrastructure and more faculty than does the ARM program. Even with additional available LIS faculty, archival education programs at UCLA, Michigan, Pittsburgh, and other schools have at least two or three full-time faculty positions dedicated to archives and records management.

Adding additional faculty positions in ARM will enable Western to meet the growing demand for skilled workers able to meet the needs of Washington's high tech systems in business, government, academics, and cultural institutions.

Challenges of electronic records management and digital archives

The technological revolution of the past two or three decades has fundamentally altered how people create, use, store, and access information. As early as 1982, business analyst John Naisbitt warned, in his best-seller *Megatrends*, that, "We are drowning in information but starved for knowledge." Piling up of increasingly detailed and sophisticated data paralyzes organizations, government agencies, and individuals, unless they employ expertise in records management and archival techniques for controlling, preserving, and accessing digital information. Information technology provides a framework for meeting current business and governmental needs for electronic records, but long-term solutions for identifying, organizing, managing, and accessing digital records demands skilled workers knowledgeable about the principles and methods of archives and records management.

Need for educated workforce and expertise

The archival profession has changed in significant ways in the past two decades, with electronic records and digital archives becoming not just a distant prospect but an unavoidable and central feature of the professional landscape. In an era of reliance on digital technology the need for effective management of both public and private records poses serious legal, economic, and social concerns for the citizens of Washington. From government at both state and local levels, to businesses and industries, to academic and

cultural institutions, there is a growing need for employees educated in the concepts of electronic records management and skilled at implementing solutions.

According to State Archivist Jerry Handfield, “Any business or institution that preserves records will demand staff members with course work and experience in technology and recordkeeping.” The challenges of preserving textual (paper) records become compounded by the technical and intellectual demands of maintaining accurate, reliable, and authentic digital records. Employees skilled in information technology and computer systems can provide some of this technical expertise, but organizations also require staff expertise in assessing the legal requirements for records management, evaluating the migration and preservation needs of records, and providing secure, effective access to such information resources. These are the skills provided in education programs for digital archives and records management.

Existing educational opportunities

The Department of History’s master’s degree program in Archives and Records Management (ARM) since 1972 has been preparing students for careers managing records of institutions and individuals that have long-term value for society. An increasing emphasis in the graduate program has been on the challenges of modern electronic records—both those “born digital” and those used and stored electronically—including the needs for selecting records with future value, ensuring their long-term accessibility, and providing proper storage and preservation solutions. However, in order to address adequately the challenges of the modern digital world, Western proposes to establish a Digital Archives and Electronic Records Management Program Track, within its Department of History graduate program in Archives and Records Management (ARM).

Western is currently the only graduate program in the state providing a degree in archives and records management theory and practice, and one of only three such programs in the Western US. Western also provides an archives and records management (ARM) certificate for professionals.

The University of British Columbia in Vancouver offers a full graduate program in Archival Studies, with a prominent international research program on electronic records management and archival preservation. With four FTE faculty members, the UBC Archival Studies program admits 15-20 archival graduate students per year. This program does not currently have a counterpart in the Northwestern United States.

The University of Washington Information School offers one course in archives, and several of UW’s recent graduates of the Information School have come to WWU in recent years to obtain the ARM certificate. In cooperation with the State’s Digital Archives in Cheney, Eastern Washington University is currently hiring a faculty member in Public History who will split her/his assignment as Assistant Digital Archivist. Although EWU’s program offers valuable connections between Public History and Digital Archives, there is opportunity for EWU and the state’s Digital Archives to coordinate their programs with Western, which offers expertise in archives and records management theory and practice.

Why Western?

The demand for ARM graduates with digital expertise increases each year. Approximately half of the professional archivists in the Washington State Archives regional system are former Western ARM students and graduates, and several ARM graduates are employed at major corporations in the state, including Microsoft, Weyerhaeuser, and Frank Russell. Others work for the National Archives and Records Administration's Pacific-Alaska regional office in Seattle, King County, the City of Bellevue, and other local government agencies. Increasingly, ARM students are coming from other states around the country and are finding employment opportunities in all geographical regions of the US. Western thus competes—both for entering students and placement for graduates—with the two dozen or so top archival education universities in the country, including UCLA, Michigan, Pittsburgh, Maryland, New York University, and Texas. These out-of-state institutions are producing ARM graduates with digital expertise, a skill highly desired by both public and private sectors in Washington State.

The national and international involvement of ARM program directors has given Western the visibility necessary to attract some of the best graduate students in the country. Western's first full-time director of the ARM program was Dr. James B. Rhoads, former Archivist of the United States. In 2004-2005 the current ARM program director served as President of the Society of American Archivists, a professional association with more than 5,000 members. These national and international contacts enhance WWU's ability to meet the archival and records management needs of Washington businesses, governmental agencies, academic institutions, and cultural organizations. WWU's ARM program receives several requests each month for student or recent graduates for internships, temporary positions, and permanent jobs.

Currently the program is attempting to meet these growing needs with one full-time faculty member and two adjunct instructors, who each teach one course per year. The ARM program has placed a limit of ten new graduate students per year, which is the maximum number we can accommodate with existing resources.

In recent years ARM graduates have conducted original research for master's theses on the challenges of digital technology, optical scanning, retention and preservation of electronic records, and access to these vital sources of information. This research includes both theoretical and conceptual planning as well as practical applications for government, business, and cultural institutions. ARM graduate students have completed internships in private sector firms, including Microsoft and Weyerhaeuser, in federal, state, and local government archives and agencies, and in national institutions such as the Library of Congress and the Smithsonian Institution. One former student completed his internship requirement at Microsoft, worked for several high-tech firms in the state, and is now heading the Washington State Digital Archives. The Digital Archives is a pioneer in advanced technological applications to the management of electronic records, and has provided a model for archivists and records managers across the United States and visiting professionals from several foreign countries.

Benefits of new program track

The principal benefit of adding the Digital Archives and Electronic Records Management program track would be a significant increase in the number of graduate ARM course offerings, particularly in courses dedicated to electronic recordkeeping systems, digital archives, and leadership. New courses developed by the new faculty members would focus on such topics as designing electronic recordkeeping systems, integrating digital and textual formats of information exchange and capture, preservation methods for digital and electronic systems, appraisal and organization of digital archives, and access and use of digital archives and electronic records. A sudden increase in applications and new students is not likely, but over 3 to 5 years we should be able to increase our yearly matriculation rates for the ARM program from 6-8 (current level) to 15 and eventually 20 new students.

In order to provide the enhanced level of instruction that employers and prospective students demand, Western's ARM program needs two additional full-time faculty positions and greater access to technological resources. The demand is particularly great in the area of digital technology, electronic records management, and automated technique for managing archives and contemporary records. Many of the out-of-state graduate programs with which Western currently competes for students are based in Library and Information Science schools, which have stronger technology infrastructure and more faculty than does the ARM program. Even with additional available LIS faculty, archival education programs at UCLA, Michigan, Pittsburgh, and other schools have at least two or three full-time faculty positions dedicated to archives and records management. Adding an additional faculty position in ARM would enable Western to meet the growing demand for skilled workers able to meet the needs of Washington's high tech systems in business, government, academics, and cultural institutions.

The ARM program is one of the few nationally recognized graduate programs at Western. Although Western's major educational focus rightly remains with undergraduate educational needs of the state's citizens, this is one area in which a current need and growing demand requires resource allocation for graduate education. The ARM program is also a vital part of History's broader graduate program, in which ARM students study alongside of History students, providing valuable crossovers for both groups of graduate students. Several ARM students each year also serve as teaching assistants in the department, thereby contributing to undergraduate education. The department's new Public History concentration for undergraduate students will also provide valuable opportunities for partnerships and collaborations with the ARM program and its students.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The measurement of success will come partly from the number of students enrolled and completing the program, the number entering the workforce, and their

contributions to their employers. In addition, the number of student internships will contribute (short-term) to organizations that engage them in supervised work experiences. Students and faculty conducting research in the challenges of managing digital archives and electronic records will be measured in published articles, conference papers, and research reports (including completed MA theses). The department will monitor and survey graduates and their employers to evaluate the effectiveness of various components of the educational experience (classroom work, independent learning, supervised internships, research theses, etc.), and will adjust the curriculum and teaching methods in order to maximize the benefits. In doing so, long term needs and expectations for the profession and for the State of Washington will be evaluated, as well as the short-term immediate impact of the educational experience.

b) Performance measure detail.

Through targeted investment in this decision package, Western would produce more graduate students prepared to enter the Washington workforce in a critical area of need.

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

The University's Strategic Plan focuses on "engaged excellence" in fulfilling its three-part mission of teaching, scholarship, and community service. The addition of this instructional program track in digital archives and electronic records management will enable students to develop skills and expertise in meeting the mounting challenges of managing, over time, the vital information resources of state businesses, governmental agencies, and private organizations. Research in theory and practice will advance our knowledge of the nature of digital archives, their preservation, and effective access by administrators, public citizens, and researchers of many kinds and various needs. Transferring this technological expertise into the workforce improves organizational accountability, evidence, documentation, and cultural memory. Students engage in supervised research, work experience, and individual study and engagement with the challenges of this rapidly evolving field of information management and expertise.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percentage of students prepared to meet Washington workforce needs.

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

This decision package supports key elements of the Washington State Higher Education Coordinating Board's new Strategic Master Plan by helping more people achieve degrees and by filling unmet needs in high-demand fields. This decision package will contribute to the innovation economy.

This decision package would rate high in the Priorities of Government process insofar as its implementation would contribute to the POG identified result of helping students prepare to meet workforce needs.

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

There will be opportunities for collaboration and mutual benefits with the State Archives (Olympia), the State Digital Archives (Cheney), and the Eastern Washington University Public History Program. Western's faculty and students will be able to conduct research projects in cooperation with the State Digital Archives, both on-site and remotely, and the State Archivist has confirmed his willingness to develop joint projects and activities with Western. Through its records management services to local and regional governments, the State Archives can also assist in linking Western students to research and employment opportunities throughout the state.

This decision package supports the WWU Performance Agreement goals of increasing access to college and degree production, and responding to state economic and workforce needs.

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

The Department of History has worked diligently to maximize use of existing financial, staff, and support resources to support its programs. There is no room in the current operating budget to redirect resources to this new initiative. The ARM program currently cooperates with the State Archives, the regional office of the National Archives and Records Administration, the University of Washington, and many other archives and records management programs in the state. Support for student internships will continue to be sought, as well as public-private partnership opportunities for student scholarships.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

Without funding, Western will not be able to meet the demand for workforce employees skilled in these important aspects of business and organizational management. This may limit the protection of vital records important for citizens in understanding and protecting their right and interests, and limit the public's ability to ensure accountability for public agencies and private organizations. Western's ARM program will be limited in its ability to provide the high-demand skills for students, and over time will lag behind programs in other states that have resources to provide such education at the highest level of technological expertise.

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

There is no relationship.

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

None

k) Expenditure and revenue calculations and assumptions:

Revenue Calculations and Assumptions:

General Fund-State support is requested to support this package.

Expenditure Calculations and Assumptions:

Faculty & staff salaries included in the decision package:

1.00 FTE Associate Professor: \$70,000 in 2009-10

1.00 FTE Assistant Professor: \$55,100 in 2010-11

1.00 FTE Classified Staff - program assistant: \$36,000 in 2009-10

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

Distinction between one-time and ongoing costs:

The amounts requested for salaries, wages, and benefits are recurring costs that will need to be maintained over time. Initial requests for equipment and supplies will enable start up of the program track; smaller amounts for such costs may occur periodically in future biennia. Staffing and program costs will be ongoing.

Budget impacts in future biennia:

The amounts requested for salaries, wages, and benefits are recurring costs that will need to be maintained over time in order to continue supporting this teaching track. Initial requests for equipment and supplies will enable start up of the program track; smaller amounts for such costs may occur periodically in future biennia.

DECISION PACKAGE TITLE: Washington Biodiversity Institute

Recommendation Summary Text:

Building on Western’s existing strengths in biodiversity science and science education, this proposal seeks to establish the *Washington Biodiversity Institute* at WWU, a biodiversity science center anticipated and recognized by the Washington Biodiversity Council as critical to coordinating statewide biodiversity science and education efforts.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 801,475	\$ 994,171	\$ 1,795,644
Total Resources	\$ 801,475	\$ 994,171	\$ 1,795,644

USES (EXPENDITURES)

Faculty Tenure/Tenure-Track	\$ 42,500	\$ 140,100	\$ 182,600
Faculty Non Tenure-Track	\$ -	\$ 40,000	\$ 40,000
Graduate Research Assistants	\$ 54,502	\$ 54,502	\$ 109,004
Exempt Professional	\$ 52,000	\$ 104,000	\$ 156,000
Classified	\$ 37,000	\$ 37,000	\$ 74,000
Hourly	\$ 20,800	\$ 20,800	\$ 41,600
Salaries and Wages	\$ 206,802	\$ 396,402	\$ 603,204
Employee Benefits	\$ 59,973	\$ 114,957	\$ 174,929
Goods and Services	\$ 241,550	\$ 290,312	\$ 531,861
Equipment	\$ 293,150	\$ 192,500	\$ 485,650
Total Expenditures	\$ 801,475	\$ 994,171	\$ 1,795,644

STAFFING FTE

Faculty	0.50	3.00
Graduate Teaching Assistants	2.00	2.00
Exempt Professional	2.00	2.00
Classified	1.00	1.00
Total FTE	5.50	8.00

Package Description:

In 2004, the Washington Biodiversity Council was established under Executive Order 04-02 by Governor Locke, who charged the Council with developing a 30-year biodiversity plan for the state. In March 2008, Governor Gregoire by Executive Order 08-02 extended Governor Locke’s vision, declaring the continuation of the State Biodiversity Council to ensure the implementation of the Council’s Washington Biodiversity Conservation Strategy. The Strategy articulates a vision for protecting Washington’s biodiversity heritage, and makes specific recommendations for how best to realize that vision.

Central to those recommendations are ambitious goals for biodiversity science and education in the state, predicated on building strong partnerships between academic institutions, state agencies, and nongovernmental organizations. The Strategy argues that a Washington biodiversity science center is needed to coordinate statewide biodiversity science and education, and suggests that the center could be housed at a state university.

This decision package proposal for establishing a Washington Biodiversity Institute at Western Washington University builds on existing strengths in biodiversity science and science education in establishing a biodiversity science center at WWU. Such an institute will address the state's needs, synergize activities across many departments and colleges on campus, provide unparalleled opportunities for students interested in biodiversity science and education, and strengthen Western's collaborations with numerous institutions and agencies. Of paramount importance, the Institute will address critical state needs by fostering an increased connection between Washington State citizens and our natural heritage, and by providing the science that is needed to ensure both the preservation of that natural heritage and the sustainability of fisheries, forestry, and agriculture, all of which depend on our state's biodiversity.

The biodiversity of Washington State, including its many species and their genetic and ecological diversity, brings enormous economic benefits to the state. Agriculture, fishing, and forestry produce an estimated \$3.5 billion in income in the state each year, water supplies to cities are filtered by forested watersheds, wetlands limit flood damage, and the state's recreation and tourism industries are intertwined with its biodiversity. In spite of the tremendous importance of biodiversity to Washington citizens, we have surprisingly little knowledge and understanding of our region's biodiversity and the factors that influence that biodiversity. Biodiversity-related science in the state involves many groups, ranging from citizen naturalists to government biologists to academic researchers. However, with insufficient interaction and coordination among these groups, it continues to be a challenge to conserve our indigenous species, limit the spread of invasive species, and establish policies that are based on sound science. To address this challenge, the Washington Biodiversity Council, established under executive order, recommends establishing a Washington biodiversity science center, and suggests that the center could be housed at a state university.

Why is the Washington Biodiversity Institute needed?

- While initial surveying has been done for some taxonomic groups (e.g., birds, mammals, reptiles, amphibians, plants), there is little information on the status of most species in the state (e.g., invertebrates, fungi, algae and other protists, as well as the immensely diverse bacteria and archaea). Thus, our efforts to establish statewide conservation priorities, to assess the consequences of climate change, and to limit the spread of invasive species, are compromised.
- For most species, existing identification tools are only useful for taxonomic specialists, further challenging our efforts to thoroughly examine the status of WA species.
- Although Washington citizens are environmentally conscientious, most citizens neither have the means to recognize native species (even the more conspicuous species) nor the rapid losses in their distribution and abundance. Moreover, many do

not recognize the prevalence and rapidly increasing dominance of invasive species. Therefore, despite the enormous societal and economic importance of such changes in biodiversity, it is a challenge for most citizens to be aware of the scope of the biodiversity problems our state faces. The first substantive step toward biodiversity conservation and recovery in all parts of Washington is identifying our current biodiversity and mapping the distributions of both native and invasive species.

- In this time in which we are facing unprecedented losses of species, fewer and fewer students are learning about biodiversity, from K-12 through college, leaving us at risk for a future in which biodiversity is imperiled, with few experts who can understand and articulate the scope of the crisis.

Modeled after similar institutes such as the Illinois Natural History Survey, Western's Washington Biodiversity Institute would be the first of its kind on the west coast. The Institute would partner with ongoing state and WWU biodiversity inventory efforts that are focusing on groups that include seabirds, mammals, reptiles, and flowering plants, and expand the inventory to include our most diverse groups, such as insects, marine invertebrates, mosses, fungi, algae, and microbes. These efforts would enable us to identify biodiversity hotspots in the state and assess the influence of habitat alteration and climate change on the local abundance and regional distribution of our native species.

In addition, the inventory will improve our ability to monitor the status of threatened/endangered species, monitor the spread of invasive species, and identify species that serve as valuable biodiversity indicators. By fostering increased involvement of citizen scientists in biodiversity mapping, by participating in the development and implementation of a K-12 biodiversity curriculum, and by developing tools for identifying the species that dwell in our state, the Institute will expand citizen awareness of our unique biodiversity and the threats that it faces.

The institute will foster the development of biodiversity education at WWU, through both formal courses and research opportunities for students. This institute is an excellent fit for WWU, in that many faculty members and research scientists are already engaged in activities that are central to the goals of the institute, and our students have strong interests in the environment. In addition, WWU has a long and impressive track record in science education. More broadly, the Washington Biodiversity Institute would serve WWU's missions of undergraduate education, training future teachers, conducting important research, providing opportunities for students to engage in service-learning, providing valuable resources for the community, and fostering environmental stewardship.

Finally, the Washington Biodiversity Institute will prepare WWU students to become leaders in the ongoing, intensifying efforts to maintain our unique natural heritage and to ensure that the economic benefits from the state's biodiversity are sustainable for many generations.

What would the Washington Biodiversity Institute accomplish?

- Provide training and research opportunities for undergraduate and graduate students. Such research opportunities include conducting biodiversity surveys, designing interactive, online identification tools, developing K-12 biodiversity studies, or testing hypotheses about factors influencing local biodiversity. These experiences

will enable students to apply their critical thinking skills to solving problems that have potential for immediate application. In addition, the Institute would oversee student internships with associated public and private agencies conducting biodiversity studies, as well as the efforts of students working with K-12 teachers in adapting and modifying existing biodiversity curricula, and developing new curricula. Collectively, this rich variety of experiences will make WWU students more competitive for positions in:

- K-12 science education
 - Academic biodiversity research
 - Biodiversity informatics
 - State and federal agencies
 - Non-governmental conservation organizations
 - Environmental consulting firms
- Strengthen the biodiversity components of Biology 204 at WWU. Biology 204 is one of the core introductory courses for biology majors at WWU. It also serves as a core introductory course for other programs at WWU, and as a GUR course for non-science majors. This course's current treatment of biodiversity is cursory. The lab coordinator for Biology 204, hired under this proposal, would work with instructors to ensure a consistent and effective treatment of biodiversity in this important course, integrating the resources available through the Biodiversity Institute, and expanding the biodiversity coverage of the course.
 - Faculty hired under this proposal would contribute new upper-division courses related to Institute goals, such as Methods of Biodiversity Analysis, Biodiversity Informatics, or courses that feature specific groups of organisms, like fungi or birds, that are not adequately covered by our curriculum. These courses would have lab and field components, giving students first-hand experience in biodiversity inventorying.
 - Faculty hired under this proposal would also develop a new biodiversity-centered GUR course for non-majors, giving many WWU students exposure to the state's biodiversity, its ecological and economic value, and the factors that threaten it.
 - Conduct and coordinate an in-depth survey to map the distributions of Washington's biodiversity, working in collaboration with scientists at other academic institutions, state and federal agencies, and nongovernmental organizations, as well as citizen scientists.
 - Develop a web-based virtual natural history museum featuring photos, distribution maps, easy-to-use identification tools, and natural history information on the state's biodiversity. These products will facilitate the efforts of citizen scientists (including K-12 teachers and students) assisting with statewide biodiversity mapping.
 - Develop a natural history museum (possibly at the Bellingham Bay waterfront) highlighting Washington's biodiversity.

- Build a Washington biodiversity reference collection (currently, there is no single collection in the state with a comprehensive collection of the vertebrates, invertebrates, plants, fungi, algae and other protists, and microbes in the state).
- Provide information to help develop statewide conservation policies and priorities.
- Participate in statewide efforts to assess and develop a cohesive K-12 curriculum centered on biodiversity science, and helping to fill gaps in distributional data.
- Adapt a curriculum to engage high school seniors and adult citizen scientists in biodiversity inventory research.
- Provide training for current K-12 science teachers and college science instructors, so they can implement the new curriculum. The Institute would take advantage of the teacher-training network that has been established at WWU through the North Cascades and Olympic Science Partnership.
- Coordinate and facilitate the development of BioBlitzes, both in Bellingham and statewide. BioBlitzes are 24-hour intensive surveys, in which scientists and members of the community try to find as many species as they can in an area. Around the country, BioBlitzes have proven to be great ways to increase citizen awareness of local biodiversity.
- Conduct research on the ecological and economic value of biodiversity in Washington, and the factors that influence that diversity.
- Conduct surveys of local organisms (e.g., in Sehome Arboretum, on campus, in the Chuckanut Highlands, in Bellingham Bay), including establishing biodiversity ‘observatories’, through which changes in community composition through time can be studied.

Western is proposing the following timeline for implementation of primary activities to establish the Institute:

Years 1-3:

Institute-wide:

- Form a Steering Committee, composed of at least five WWU faculty members and/or research scientists and chaired by the Institute director. The initial work of the Steering Committee will be to guide the development of the Institute, to recruit members of an Advisory Panel, and to conduct a search for a full-time director. In subsequent years, the Steering Committee will oversee the expansion and integration of Institute activities, in consultation with the Advisory Panel.
- Form an Advisory Panel, composed of members of stakeholders from other academic institutions, state and federal agencies, K-12 schools, and non-governmental organizations interested in biodiversity research and education.
- Hire Institute Director, Biodiversity Science Educator, Limited Term Lecturer, Program Coordinator, Biodiversity Informaticist, Collections Manager.

- Submit proposals to governmental and private foundations for further funding.

Biodiversity Informatics:

- Develop Institute website, including home page for the Institute and the virtual natural history museum, template for species accounts and matrix-based keys, mapping database and map construction methods for individual species accounts, input page for citizen science data reporting.
- Coordinate specimen imaging.
- Begin gathering and inputting data for targeted group of organisms (e.g., one group of marine invertebrates, such as mollusks, and one group of insects, such as bees or moths), drawing from published literature, museum specimens, and donated databases from professional biologists and citizen naturalists.
- Establish collaborations with ongoing mapping efforts done by governmental and nongovernmental agencies.
- Conduct species inventory and mapping projects, targeting focal taxonomic groups.
- Initiate Bellingham-area BioBlitz.

WWU Biology Education:

- Develop new biodiversity labs for Biology 204, integrating the resources available through the Biodiversity Institute.
- Develop and offer new upper-division courses relating to biodiversity.
- Oversee and/or advise biodiversity-related research by undergraduate and graduate students.

Biodiversity Science Education:

- Participate in a statewide assessment of K-12 biodiversity curricula.
- Adapt a curriculum to engage high school seniors and citizen scientists in statewide biodiversity inventorying.
- Provide biodiversity science education training for K-12 teachers.
- Conduct research on the effectiveness of different biodiversity science education methods.

Collections:

- Begin building Washington Biodiversity reference collection, using a combination of existing collection specimens at WWU and specimens donated from other institutions and private collections.
- Coordinate sorting and identification of samples submitted from biodiversity surveys.
- Conduct surveys of insects in coordination with state and federal agencies (e.g., WA DNR, WDFW, USFWS, NPS) and nongovernmental organizations (e.g., Nature Conservancy).

Years 4-10:

Institute-wide:

- Submit proposals to governmental and private foundations for further funding.

Biodiversity Informatics:

- Continue expanding taxonomic coverage of virtual natural history museum, update databases.
- Establish a microbial observatory in Bellingham Bay, to characterize and monitor changes in microbial diversity.
- Coordinate the development of statewide BioBlitzes to increase citizen science involvement.
- Continue to collaborate with ongoing mapping efforts done by governmental and nongovernmental agencies.
- Continue species inventory and mapping projects, expanding taxonomic coverage.

WWU Biology Education:

- Oversee and/or advise biodiversity-related research by undergraduate and graduate students.

Biodiversity Science Education:

- Participate in a statewide assessment of K-12 biodiversity science curricula and in efforts to enhance current curricula.
- Continue to refine a curriculum to engage high school seniors and citizen scientists in statewide biodiversity inventorying.
- Continue to provide biodiversity science education training for K-12 teachers.
- Conduct ongoing research on the effectiveness of different biodiversity science education methods.

Collections:

- Bring Washington Biodiversity reference collection to near completion.
- Begin developing detailed plans for natural history museum, if it appears likely that such a museum is fundable.
- Coordinate sorting and identification of samples submitted from biodiversity surveys.
- Conduct surveys of insects in coordination with state and federal agencies (e.g., WA DNR, WDFW, USFWS, NPS) and nongovernmental organizations (e.g., Nature Conservancy).

Long Term:

Institute-wide:

- Submit proposals to governmental and private foundations for further funding.

Biodiversity Informatics:

- Complete the taxonomic coverage for the virtual biodiversity museum.
- Continue to update the database with input from academics, agencies, NGOs, and citizen scientists (including K-12 teachers and students).
- Oversee development of biodiversity informatics components of natural history museum.

WWU Biology Education:

- Oversee and/or advise biodiversity-related research by undergraduate and graduate students.

Biodiversity Science Education:

- Continue to participate in statewide efforts to enhance K-12 biodiversity science curricula.
- Update curriculum that engages high school seniors and citizen scientists in statewide biodiversity inventorying.
- Continue to provide biodiversity science education training for K-12 teachers.
- Conduct ongoing research on the effectiveness of different biodiversity science education methods.
- Oversee development of K-12 components of natural history museum.

Collections:

- Maintain and update Washington Biodiversity reference collection and facilitate access to the collection.
- Oversee development of specimen-based components of natural history museum.
- Coordinate sorting and identification of samples submitted from biodiversity surveys.
- Conduct surveys of insects in coordination with state and federal agencies (e.g., WA DNR, WDFW, USFWS, NPS) and nongovernmental organizations (e.g., Nature Conservancy).

The following new personnel are necessary to institute the Washington Biodiversity Institute at Western:

- A **program director** (1.00 FTE faculty by 2010-11; in the initial year, the interim director will be a 0.50 FTE), who will organize and develop the Institute; seek funding for continued support from federal, state, and private funding sources; oversee the integration of the biodiversity science, informatics, and education components of the Institute's goals; and advise students involved in Institute activities.
- A **biodiversity education scientist** (1.00 FTE faculty position, an assistant professor with split responsibilities between the Biology Department and SMATE), who will develop biodiversity inventory curriculum for statewide adoption, in consultation with the WA Biodiversity Council, K-12 science teachers, Washington Learns, and the State Superintendent of Public Instruction; develop and implement a teacher-training program for the new curriculum; help oversee student interns working on biodiversity education efforts; conduct science education research on the effectiveness of different methods of K-12 and college biodiversity education; and contribute to the teaching efforts of Biology (Biology 204 and upper division courses relating to biodiversity) and SMATE (Science Education methods courses).
- A **non-tenure track faculty** position (1.00 FTE limited term lecturer) in the Biology Department, who will develop and teach a non-majors GUR course centered on biodiversity, work with Biology 204 instructors to ensure a consistent and effective treatment of biodiversity in this important WWU course, and facilitate integration of Biodiversity Institute resources into both Biology 204 and upper-division organismal courses at WWU.

- A **biodiversity informaticist** (1.00 FTE, exempt professional staff, to start in January, 2010), who will assist with building a virtual natural history museum, featuring interactive keys and informative species accounts that describe and illustrate the distribution, abundance, habitat requirements, seasonality, and conservation status of species in Washington. The key and the individual species pages would be of use for academic, government and citizen scientists, greatly facilitating statewide biodiversity inventory efforts. Initially, the virtual natural history museum will focus on the hyper-diverse and ecologically important insects and marine invertebrates, but ultimately, this effort would be expanded to include other groups, including freshwater invertebrates, mosses, fungi, algae, and microbes. This position will help develop state biodiversity inventory methods for use by scientists and citizen scientists, in consultation with academic and governmental biologists, as well as the biodiversity science educator. This effort would include continued WWU Shannon Point Marine Center collaboration with Beach Watchers, but would expand to include other habitats and organisms; collection and data processing from the Washington Biodiversity Inventory; mining existing collections for data, to augment the distributional and seasonality data that the surveys will begin producing; and helping to oversee student interns working on biodiversity informatics.
- A **collections manager** (1.00 FTE, exempt professional staff, to start January 2010,) with taxonomic expertise in insects, who will help coordinate the development of a Washington biodiversity reference collection, using the diverse insects as a model for such a collection; coordinate sorting and identification of samples submitted from biodiversity surveys; help oversee student interns doing biodiversity surveys and taxonomic work; and conduct surveys of insects (including native pollinators and species with narrow habitat requirements), in coordination with state and federal agencies such as DNR, WDFW, and USFWS, which have recently expanded their conservation focus to include insects.
- A **program coordinator** (1.00 FTE classified staff position), who will work with biology instructors to ensure a consistent and effective treatment of biodiversity and facilitate integration of Biodiversity Institute resources into upper-division organismal courses. The program coordinator will also perform assistant duties such as receive and refer visitors, and answer routine inquiries; schedule meetings, handle copy requests and mailing; manage the budget; gather information and create annual institute newsletter; maintain the Institute's website; help coordinate the efforts of student interns working on biodiversity education efforts; direct the work of work-study students working in the Institute's main office; order and maintain supplies for the institute; and provide clerical assistance to the director, biodiversity education scientist, biodiversity informaticist, collections manager, and lab coordinator.
- **Graduate research assistant** (1.00 FTE) and **Graduate Assistants** (1.00 FTE) Graduate research assistants will assist with faculty projects on biodiversity research that relate to the goals of the Institute, while the Graduate Assistantships will provide summer stipends for graduate students who are conducting their own biodiversity research projects that relate to Institute goals. These assistantships will enable us to

more effectively recruit top graduate students who are interested in biodiversity science.

In addition to the above personnel, funds are requested for the rent of space to house the program on a short-term basis, which includes housing all personnel and to provide research space equipped as labs for sorting & processing samples; storing sampling equip and reference collections; as well as sufficient space for student research interns. Miscellaneous expenses covered by the request include: Computers, office supplies, copying, phone, mail, software, travel, microscopes, and lighting, field sampling equipment, and collections supplies.

Narrative Justification and Impact Statement:

In short, the Washington Biodiversity Institute will play a leading role in the accomplishment of many of the important biodiversity science and education goals articulated in the Washington Biodiversity Conservation Strategy. Specifically, the Institute will coordinate in-depth surveys of species distributions in the state, enabling us to identify biodiversity 'hotspots' in the state, assess the effects of climate change on species distributions, and providing data that will help curb the spread of economically and ecologically-damaging invasive species. In addition, the Institute will create an easily accessible and informative virtual natural history museum as well as a Washington biodiversity reference collection. These accomplishments will greatly facilitate biodiversity research conducted in the state, not only by governmental and non-governmental agencies, but also by citizen scientists (including K-12 students and teachers), making it possible to survey a much broader group of organisms, and providing crucial information for determining where particular inventorying needs are greatest. The anticipated result is that statewide biodiversity inventorying will be much more efficient and effective, and decisions regarding prioritization of conservation efforts will be much better informed.

The Institute will enhance biodiversity education both at WWU and in K-12 schools. These steps will help us reach the goal of involving numerous citizen scientists in the statewide biodiversity mapping effort. Such efforts, as well as the establishment of BioBlitzes and the creation of the virtual natural history museum, will increase public awareness of the unique organisms found in the state. With an enhanced public awareness of our state's biodiversity will come increased statewide interest in sustainable practices.

Through targeted investment in this decision package, all of Western's accountability measures should be positively impacted: the number of bachelor's degrees awarded; the number of bachelor's degrees awarded to minorities and other at risk students; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

Additionally, this decision package supports Western's proposed performance agreement goals of increasing access and degree production, and promoting effective stewardship of resources.

a) Is this decision package essential to implement a strategy identified in the agency's strategic plan?

The Washington Biodiversity Institute at Western represents a synergism between teaching, research, and community service that is at the heart of WWU's mission. A central component of WWU's mission statement is to foster a community with a strong sense of environmental stewardship. The Biodiversity Institute will directly address this mission and continue WWU's tradition of leadership in environmental issues.

WWU's Strategic Plan describes goals of strengthening partnerships outside of the university, improving communication within the university, increasing the amount of external funding coming to campus, and retaining excellent students and faculty. The Biodiversity Institute will help WWU achieve all of these goals.

The Institute will increase the likelihood of funding for external proposals related to biodiversity science by demonstrating both institutional commitment and strong synergisms on campus. Finally, the education and research opportunities afforded by this institute will attract the state's top students interested in careers related to biodiversity, and will enable WWU to better retain faculty working on biodiversity science and education.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees; the percent of under-represented students in programs and majors; and the percent of students prepared to meet workforce needs.

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

The HECB's 2008 Strategic Master Plan describes a vision for 2018, in which Washington's citizens have a strong sense of responsibility for the next generation, expressed in such actions as addressing global climate change, protecting our natural heritage, and expanding and improving our education system. The proposed Biodiversity Institute will build toward that vision by providing the biodiversity science that is needed both for understanding species' responses to global climate change and for making informed decisions about statewide conservation. In addition, by enhancing biodiversity education at the college level and building strong partnerships with K-12 schools, this institute will help ensure that the next generation of leaders in our state understands the value of biodiversity and the complexity of issues surrounding its preservation. Strong, informed leadership will be critical as the population of Washington continues to grow, and as the state becomes ever more impacted by global environmental issues such as climate change, the establishment of invasive species, and the concomitant losses of ecosystem goods (e.g., fisheries and forestry), and services (e.g., pollination).

The Biodiversity Institute will also address the HECB Master Plan's goals of increasing enrollment in STEM fields and forging strong partnerships between universities and K-12 schools. Enticing K-12 students to enter STEM fields requires children to be captivated by something they observe or seek to understand. Children are initially drawn to science through their initial observations of nature, but they are much more likely to aspire to science careers if their observations are enhanced by skilled teachers who can build a foundation of knowledge on the natural curiosity of children. The Master Plan outlines a goal of improving teacher training in science so that students learn how to investigate the world around them, by using scientific approaches. The proposal for the Biodiversity Institute includes enhancing the biodiversity science training for current and future teachers, as well as participating in a statewide effort to establish a curriculum for Biodiversity Science. The Biodiversity curriculum and production of better-trained teachers should produce more scientifically-literate students and thus more students interested in and intellectually ready to enter STEM fields. Finally, the Master Plan articulates a goal of promoting university-based research. The Biodiversity Institute will create numerous research opportunities for students and faculty at WWU and increase the possibilities for obtaining external funding to support biodiversity-related research on campus.

Central to the Biodiversity Institute's actions will be establishing a wide array of partnerships with governmental and nongovernmental agencies focused on biodiversity challenges (e.g., WDFW, WA DNR, USFWS, National Park Service, USFS, NOAA, Nature Conservancy, Puget Sound Partnership, NatureServe, North Cascades Institute, Padilla Bay National Estuarine Research Reserve, People for Puget Sound, UW, WSU, Evergreen, CWU, EWU, UPS, and other academic institutions), as well as with K-12 schools and local communities. Our discussions of this proposal, with many of these potential partners, have universally been met with tremendous enthusiasm.

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

There is no alternative, so none were considered.

e) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

The biodiversity of Washington brings tremendous environmental, economic, and societal benefits to the state, but our poor understanding of that biodiversity compromises our abilities to make informed policies that will ensure both the sustainability of our fisheries, agriculture, forestry, and ecotourism and the conservation of our natural heritage. The Washington Biodiversity Institute will address this shortcoming by facilitating statewide biodiversity inventorying through in-depth surveys of species distributions in the state and developing means of involving citizen scientists in that effort, by creating an easily accessible and informative virtual natural history museum, and by participating in the development of a biodiversity-centered curriculum for our state's K-12 students. These steps will

help us reach our goal of enhancing the quality of biodiversity science in our state and increasing citizen awareness of issues facing our state's biodiversity. The political climate is ripe for us to seek funding for the Washington Biodiversity Institute now; there is substantial support for environmental initiatives, both among the populace and in the state legislature, and the goals of the Institute fit squarely with the long-term vision and goals articulated in the Washington Biodiversity Conservation Strategy. These ambitious goals cannot be fulfilled without a commitment from the state.

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

Discussions concerning a permanent location for the institute include the possibility of placing it at the envisioned Western waterfront campus, as addressed in Western's capital budget request. There are also discussions concerning placement at Western's Hannegan Road Facility.

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

No changes are required.

h) Expenditure and revenue calculations and assumptions.

Revenue Calculations and Assumptions:

General Fund-State support is requested to support this package.

Expenditure Calculations and Assumptions:

Classifications/ faculty & staff salaries included in the decision package:

Faculty

- .50 FTE full professor/director of institute: \$42,500 (this position to be converted to 1.00 FTE full-time in 2010-11: \$85,000)
- 1.00 FTE assistant professor/biodiversity science education: \$55,100 in 2010-11
- 1.00 FTE non-tenure track faculty (limited term lecturer): \$40,000 in 2010-11
- 1.00 FTE graduate research assistant: \$29,878 in 2010-11
- 1.00 FTE graduate assistants: \$24,624 in 2010-11 (three students for a full summer at 12 weeks/40 hours per week at \$17.10/hour)

Exempt Professional Staff

- 1.00 FTE biodiversity informaticist (starting in January 2010): \$56,000
- 1.00 FTE collections manager (starting in January 2010): \$48,000

Classified Staff

- 1.00 FTE program coordinator in 2009-10: \$37,000

In addition to the above, an amount of \$20,800 per year is included to cover undergraduate research assistants, totaling 40 hours per week on average.

Equipment, including new faculty set up costs: For the biennium, a total of \$485,650 is requested for one-time equipment costs associated with the establishment of the institute and with new faculty set up. Much of this cost is for furniture for offices and research space, including reference collection storage. Additional major equipment costs include: 1) computer hardware and software for Institute staff, 2) a digital imaging system that can take high-resolution images of specimens ranging from 0.1mm in length to the largest organisms in the state, 3) microscopes and lighting for staff, students, and visitors, 4) a dedicated institute vehicle, 5) field equipment for biodiversity sampling, and 6) setup costs to enable new faculty hires to obtain equipment and supplies that are specific to their research needs.

Library Support: An Amount of \$30,000 in requested for continuing library support, beginning in year two of the 2009-2011 biennium, at \$10,000 for each new faculty position to ensure the purchase and ongoing maintenance of journal subscriptions, books and publications.

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

Distinction between one-time and ongoing costs:

All staffing and the majority of program costs, including rent at \$158,363 by 2010-11, will be ongoing; equipment costs in the amount of \$485,650 for the biennium are one-time and non-recurring. An amount of \$15,000 per year is requested by year two in recurring travel costs.

Budget impacts in future biennia:

With the exception of costs related to securing permanent space for the institute, no additional operating costs are anticipated in future biennium. However, a permanent amount of \$801,670 of the total requested for 2010-11 (\$994,171) will be ongoing on an annual basis.

DECISION PACKAGE TITLE: General Enrollment Growth.

Agency Recommendation Summary Text:

For 2009-2011, increase Western's budgeted enrollment level by 175 FTE average annual students each year of the biennium. Total budgeted enrollments for Western would grow from 12,175 in 2008-09 to 12,350 FTE for 2009-10 and then to 12,525 for 2010-11.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 149, Operating Fee Account	\$ 567,345	\$ 1,134,690	\$ 1,702,035
Fund 001, General Fund - State	\$ 1,560,214	\$ 3,185,910	\$ 4,746,124
Total Resources	\$ 2,127,560	\$ 4,320,599	\$ 6,448,159

USES (EXPENDITURES)

Faculty Tenure/Tenure-Track	\$ 644,150	\$ 1,288,300	\$ 1,932,450
Graduate Teaching/Research Assistants	\$ 72,000	\$ 168,000	\$ 196,800
Exempt Professional	\$ 150,000	\$ 168,000	\$ 465,000
Classified	\$ 144,375	\$ 291,638	\$ 436,013
Salaries and Wages	\$ 1,010,525	\$ 1,915,938	\$ 3,030,263
Employee Benefits	\$ 293,052	\$ 598,252	\$ 891,304
Goods and Services	\$ 636,483	\$ 1,549,909	\$ 2,082,592
Equipment	\$ 187,500	\$ 256,500	\$ 444,000
Total Expenditures	\$ 2,127,560	\$ 4,320,599	\$ 6,448,159

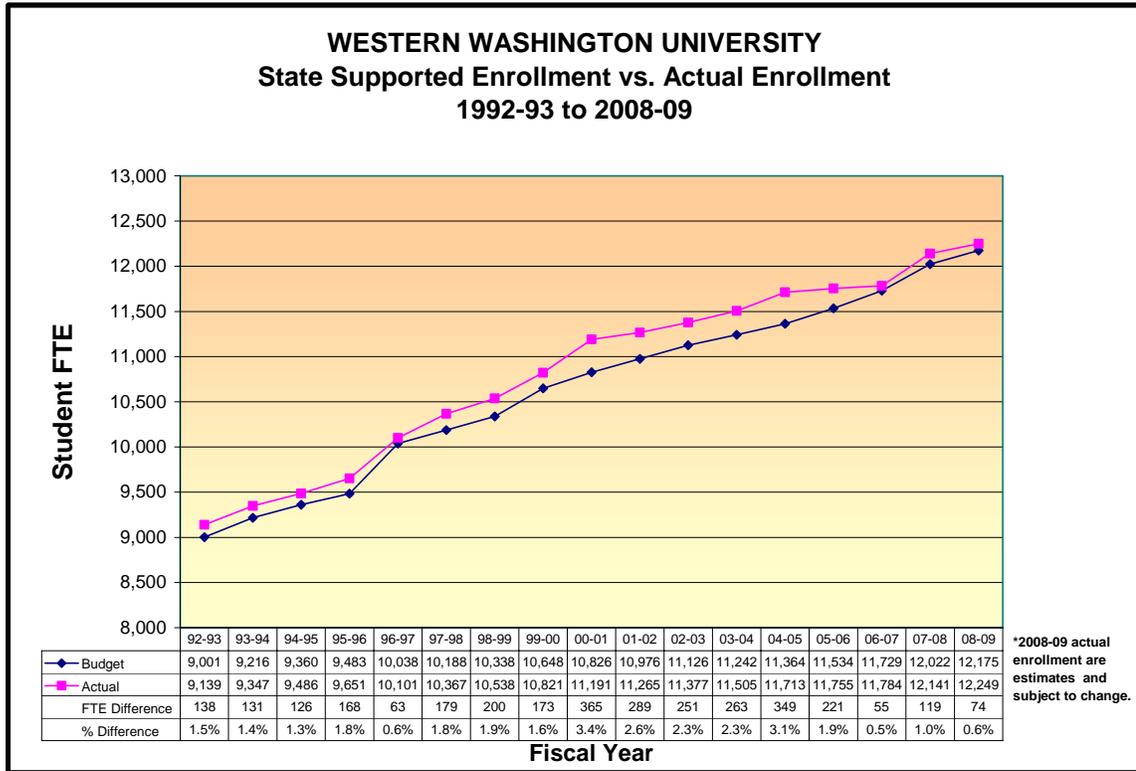
STAFFING FTE

Faculty	11.50	23.00
Graduate Teaching Assistants	3.00	7.00
Exempt Professional	3.00	6.00
Classified	3.75	7.50
Total FTE	21.25	43.50

Package Description:

As Western continues to experience a strong demand for enrollment, the University will continue to improve its enrollment planning and management activities that reflect its commitment to diversity; an appropriate upper/lower division mix; on- and off-campus student demand for courses and majors; and academic program goals. The number of applicants for admission continues to exceed by far the number of students the University can accept due to space limitations and Western's lower average per FTE funding level among the baccalaureate institutions.

The chart below (Chart A) provides basic information on enrollment growth at Western and demonstrates that actual enrollments have exceeded budgeted or state-funded enrollments for many years, from a low of 63 FTE or 0.6% in 1996-97 to a high of 365 FTE or 3.4% in 2000-01. An over-enrollment of approximately 73 FTE or 0.6% is estimated for 2008-09. As a direct result of Western's enrollment management strategies practiced over the past few years, Western has successfully managed its enrollment levels closer to budgeted enrollment targets.



Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Western will produce more graduates for the state of Washington. As indicated in Western's proposed Performance Agreement, Western will produce 70 composite graduates per 100 new FTE enrollments.

Western is accountable for detailed enrollment and degree data to the Office of Financial Management. This data reflects progress in the University's enrollment objectives for each academic year. In addition, on an annual basis, Western submits data on accountability performance measures to the Higher Education Coordinating Board (HECB), to the Governor and to the Legislature.

b) *Performance measure detail.*

Through targeted investment in this decision package, all of Western's accountability measures will be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Western's strategic plan calls for the University to maintain its growth trajectory and to improve enrollment management. The plan notes that "Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth", and recommends that the University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013." However, in order to be fully responsive to the state, Western is requesting 175 FTE enrollments per year, rather than 120 FTE.

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

Yes. This proposal addresses three of the Governor's priorities. First, by funding new enrollments, WWU will graduate more students prepared to enter the workforce or graduate school; thus WWU will **improve the economic vitality of businesses and individuals**. Second, the proposal directly addresses the **improvement of student achievement** through provision of funding that will provide support for new faculty, support staff, and academic support services for students attending Western. Third, WWU will be able to **improve the value of postsecondary learning** through providing outstanding educational opportunities to 175 additional student enrollments per year.

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

The primary goal of the HECB's Strategic Master Plan for Higher Education is to help more people achieve degrees and to educate more people to higher levels. This decision package will contribute to this goal by expanding capacity at Western Washington University. As our enrollments expand, we will produce more baccalaureate and advanced degree holders.

Western recognizes that the demand for a residential, high-quality undergraduate experience, for which the University has a national reputation, continues to grow within the state. By planning for on-campus enrollment growth, the University is focusing on its strengths in serving state citizens.

This decision package will improve access to higher education for the citizens of Washington. Individuals completing undergraduate and/or graduate degrees will experience significant improvement in their standard of living through higher wages. All components of state and local government and all facets of the economy are dramatically improved as citizens improve their personal financial circumstances. Reliance on state and federal assistance should decline when citizens have access to better workforce opportunities.

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

No alternative was explored.

g) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

Without additional funding for enrollment growth, Western would be compelled to explore enrollment growth moratorium until sufficient operating and capital funds catch-up with current enrollment levels. Western recognizes, however, that such a moratorium would be unresponsive to the growing demand for higher education access within the state as defined by the OFM and the HECB.

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

There is a direct relationship between Western's growth rate and its capital budget. The University currently exceeds the classroom utilization standard set by the Higher Education Coordinating Board. Additional capital facilities are required for Western to exceed its planned maximum enrollment level of 12,500 FTE students. Consequently, it is critically important that Western's capital request items related to expansion to the Bellingham waterfront be fully funded in order to help accommodate these enrollments and future enrollments. It is also critically important that renovations included in the capital budget be funded in order that all classroom and laboratory space is viable.

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

No revisions to RCW or WAC.

j) Expenditure and revenue calculations and assumptions.

In order to make progress toward a balanced enrollment mix, the University is requesting funding for an enrollment mix of 80 percent undergraduate students and 20 percent graduate students (for each year of the biennium, the enrollment request consists of 140.00 FTE undergraduates plus 35.00 FTE graduates = 175.00 FTE total).

In accordance with per FTE GF-S funding provided in 2005-2007, Western is requesting funding within this decision package at a General Fund-State average funding level for undergraduate students of \$6,987 in 09-10 and \$7,134 in 10-11; and an average funding level for graduate students of \$16,628 in 09-10 and \$16,977 in 10-11.

These averages are based on returning to the higher level of funding per FTE provided by the state for new student enrollments in 2005-2007 at \$6,303 for undergraduate FTE and \$15,000 for graduate student FTE inflated annually to 2010-11 utilizing the consumer price index (Seattle). Unfortunately, funding in 2007-2009 at \$6,100 per undergraduate and \$11,000 per graduate FTE was lower than 2005-2007 per student funding. The chart below depicts the 2005-2007 state funding levels per FTE inflated to 2009-2011:

State Funding Per FTE				
2005-2007 Actual and Projections to 2010-11				
(based on Seattle Consumer Price Index)				
Funding per Undergraduate FTE				
2005-2007	2007-08	2008-09	2009-10	2010-11
\$6,303	\$6,561	\$6,857	\$6,987	\$7,134
Funding per Graduate FTE				
2005-2007	2007-08	2008-09	2009-10	2010-11
\$15,000	\$15,615	\$16,318	\$16,628	\$16,977

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

2010-11 costs of \$4,187,099 in General Fund-State are permanent and will continue on an annual basis. A carry-forward amount will impact the 2011-2013 biennial budget since funding in year two covers 175 additional new enrollments and this funding needs to be extended for 24 months.

A component of the decision package is \$133,500 in one time funding in 2010-11 for equipment related to the hire of new faculty and staff. Enrollment funding is an ongoing cost. All program and service level components of this request decision package item are intended as permanent increases to the University's base budget level.

DECISION PACKAGE TITLE: High Demand – Financial Economics

Recommendation Summary Text:

To address business needs in the state of Washington, Western is seeking state support for additional enrollments in its new Financial Economics major. State support for 14.00 FTE student enrollments is requested for 2009-10 and for an additional 5.00 FTE in 2010-11 (19.00 FTE total for 2009-2011).

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 149, Operating Fee Account	\$ 49,917	\$ 67,745	\$ 117,662
Fund 001, General Fund - State	\$ 154,606	\$ 541,069	\$ 695,675
Total Resources	\$ 204,523	\$ 608,814	\$ 813,337

USES (EXPENDITURES)

Faculty Tenure/Tenure-Track	\$ -	\$ 380,000	\$ 380,000
Salaries and Wages	\$ -	\$ 380,000	\$ 380,000
Employee Benefits	\$ -	\$ 110,200	\$ 153,700
Goods and Services	\$ 198,523	\$ 97,614	\$ 252,637
Equipment	\$ 6,000	\$ 21,000	\$ 27,000
Total Expenditures	\$ 204,523	\$ 608,814	\$ 813,337

STAFFING FTE

Faculty	2.25	4.00
Total FTE	2.25	4.00

Package Description:

Recent years have seen an increase in the level of activity and complexity in financial markets and institutions. This strong growth trend has been reflected in high demand for graduates who have the analytical tools and critical thinking skills needed to evaluate complex financial decisions and instruments. Western's College of Business and Economics (CBE) responds to this need through degree programs in accounting, economics, and business administration (with a finance concentration).

In addition, in 2003 (CBE) obtained HECB approval to begin offering **a new BA degree in Financial Economics**. This degree program provides specialized technical skills in accounting, finance, and statistics as well as training in the analysis of broad economic trends. Graduates typically begin careers in fields such as corporate finance, financial analysis, insurance and real estate, or the government sector.

Prior to the creation of the Financial Economics major, a number of students were completing double majors in both economics and in business administration with a finance concentration.

The number of credits required for the double major was sufficiently high that many students needed to spend additional quarters at the university in order to graduate. The new combined major offers most of the benefits of the double major while requiring significantly fewer credits and hence less time to graduation.

Since the creation of the Financial Economics degree, it has become the second most popular degree in the Economics Department. The number of declared majors in Financial Economics has increased steadily from 38 in 2003-04 to 50 in 2006-07. This growth has been a net increase in student demand rather than reallocation from existing economics and business administration degrees.

The Financial Economics major has also been well received in the job market. In a recent survey of the employment status of 2006-2007 WWU graduates, 75% of Financial Economics respondents indicated that they were employed in their field (the same fraction of those employed were working in Washington state). Average salaries for the employed respondents was \$41,637, a figure that compares very well to the average of \$35,419 for all employed WWU bachelor's graduates and to the average salary of \$38,843 for graduates in Business Administration with a concentration in Finance.

Demonstrated growth in this major requires that additional and significant resources be invested in the College of Business and Economics in order to attract and accommodate new students, and to adequately serve current and anticipated majors. The growth of the financial economics major in recent years has also had a "spillover" effect on students in other degree programs as they are required to compete with financial economics students for space in CBE classes.

Increased demand for the Financial Economics major has increased enrollment pressure on courses in accounting, economics, and finance at a time when the overall demand for these fields has already been rising within Western's College of Business and Economics. For example, between the 2002-03 and 2006-07 academic years, combined student credit hours (SCH) in the Departments of Accounting, Economics, and Finance & Marketing grew by 10.5 percent while combined SCH in the university grew by less than 4 percent.

By adding a faculty position in economics (1.00 FTE Assistant Rank), Western will increase offerings in areas of macroeconomics, monetary economics and financial economics to cover the interactions between asset markets (such as the real estate and stock markets) and the broader economy. The importance of these issues was revealed by the sub-prime mortgage crisis of 2007, a development that had a significant impact on Washington-based financial institutions such as Washington Mutual.

By adding a shared faculty position between economics and finance (1.00 FTE Assistant Rank) with a focus on financial markets and institutions, Western will be able to address the growth in student enrollments in finance courses impacted by the growth of the financial economics major.

By adding a faculty members in the decision sciences or in economics (1.00 FTE Assistant Rank), CBE will expand offerings in statistics/quantitative methods in order to support students in the financial economics area. Increasing teaching resources in statistics, quantitative methods, and econometrics will also benefit students who take post-graduate professional exams offered in both actuarial sciences and the Certified Financial Analyst (CFA) program. Demand for actuaries to

evaluate the soundness of pension funds is growing and WWU does not currently offer a track oriented toward the actuary career. It would be natural to offer actuary-related courses for students in the economics/mathematics combined major and the financial economics major. The CFA program offers students an entrance to careers in portfolio management and financial analysis and has a “common body of knowledge” with a significant statistics component.

By adding an additional faculty/teaching position in accounting (1.00 FTE Assistant Rank) we will be able to offer additional sections of the two intermediate accounting courses required for all Financial Economics majors. Also, the WWU Accounting Department has expanded the intermediate accounting sequence from two courses to three. The motivation for this change is the need to increase time spent on topics such as accounting for leases and derivatives, Given the growing importance of these topics for the financial services sector, CBE will add a fifth course in accounting within the Financial Economics major and this addition will require us to staff at least one additional course section in accounting.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The university will continue to track the number of majors and graduates in Financial Economics. We will also collect and analyze data from surveys of recent graduates to ensure that graduates from this program remain in high demand in the workplace, as evidenced by strong placement rates and salaries well above the average for bachelors graduates.

The main desirable result of this investment of state funds will be an increase in the production of graduates in a high demand field. In the absence of these funds we will be forced to cap enrollment in the major which will result in frustration on the part of students and spillovers of students to other programs. An additional undesirable result of failing to fund this investment is that students in other CBE majors that require core courses in economics, accounting, and finance will continue to experience a high level of competition for places in these courses.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western’s accountability measures should be positively impacted: the number of bachelor’s degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor’s degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

This decision package supports Western's strategic objectives to demonstrate engaged excellence by interactive learning and active participation of students in scholarly and creative activities. Students in this major experience hands-on learning with practical application to situations in accounting, banking, economics, and finance. Support for this major also enhances civic engagement by developing students' decision-making and leadership skills.

Additionally, this decision package supports Western Washington University's proposed performance agreement goals of increasing access and degree production, responding to state economic and workforce needs and promoting effective stewardship of resources to ensure quality.

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

This decision packages supports two of the Governor's priorities. First, the package will improve several of the measures tracked with the POG "Improve economic vitality of business and individuals". The high placement rates and salaries experienced by recent graduates will positively impact employment rates, the percentage of prosperous individuals, and average and median wages. The increased supply of graduates will also contribute to the further development of the financial infrastructure of the state which will benefit Washington business in general and small business in particular.

Next, the package also supports the POG "Increase the value of postsecondary learning" by contributing to higher degree completion rates and responding to workforce needs.

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

This decision package supports the HECB's Strategic Master Plan goals of helping more students achieve degrees, filling unmet needs in high-demand fields, and contributing to the innovation economy. The package relates to several key measures in the Priorities of Government process and is hence likely to rate as a high priority.

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

The state has a clear interest in increasing the quality and quantity of graduates in financial economics. Students from this field are highly valuable for the financial services sector as well as for the many non-financial companies in the region. For example, one economics/finance student recently spent time at Boeing where she used derivatives-based hedging strategies to limit exposure to foreign currency risk related to sourcing of parts in different countries. These types of foreign-exchange

tasks have grown in importance as larger manufacturers continue to extend their supply chains throughout the world. Financial institutions in the state can also support the movement of smaller businesses into export markets if these institutions are able to hire graduates with advanced skills in finance, accounting, and international economics.

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

The Financial Economics program was itself an alternative to the previous approach of double majors in economics and business administration. The Financial Economics option is less costly in terms of teaching resources and allows students to progress more quickly toward their degrees. Expanding the Financial Economics major is thus a better alternative than reverting to the double major route. The only other alternative is to place enrollment caps on the number of Financial Economics majors and this alternative is rejected because it would exclude students from well-paid careers with high demand for workers. Alternative sources of funding for additional faculty are rare and difficult to obtain.

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

Without significant investment in this major, Western will not be able to enroll additional students in this high demand area. In fact, it is likely that enrollment in the major will need to be capped at or below current levels. Also, students in related fields are likely to continue to be negatively impacted by increased demand for courses.

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

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

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

No changes are required.

k) *Expenditure and revenue calculations and assumptions.*

College of Business and Economics staffing and salaries:

1.00 FTE Faculty (Assistant Rank) in Economics: \$85,000 in 2010-11

1.00 FTE Faculty (Assistant Rank) in Economics/Finance shared: \$100,000 in 2010-11

1.00 FTE Faculty (Assistant Rank) Decision Sciences/Economics (stats, quantitative econometrics): \$85,000 in 2010-11

1.00 FTE Faculty (Assistant Rank) Accounting: \$110,000 in 2010-11

2.25 FTE Non-Tenure Track Faculty in 2009-10 only: \$150,000 (while searching for permanent tenure-track faculty).

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

Salaries, benefits, and operating costs require permanent recurring funding. An amount of \$20,000 in 2010-11 is non-recurring for equipment and furnishing related to setting up the four new faculty positions. An amount of \$588,814 in 2010-11 is permanent and will be ongoing in the 2011-2013 biennial budget. A carry-forward amount will impact the 2011-2013 budget because the hiring of permanent faculty will not occur until year two and thus costs for this package are significantly higher in year two.

DECISION PACKAGE TITLE: High Demand – ESL – Bilingual Education

Recommendation Summary Text:

To address critical state shortages in teachers trained in English as a Second Language (ESL) and bilingual education, Western is seeking state support for additional enrollments in TESOL (Teaching English to Speakers of Other Languages). State support for 25.00 FTE is requested for 2009-10 and for an additional 10.00 FTE in 2010-11 (35.00 FTE total in 2009-2011).

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 149, Operating Fee Account	\$ 89,138	\$ 124,794	\$ 213,932
Fund 001, General Fund - State	\$ 163,698	\$ 324,629	\$ 488,327
Total Resources	\$ 252,836	\$ 449,423	\$ 702,259
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 55,100	\$ 165,300	\$ 220,400
Classified	\$ 25,023	\$ 25,023	\$ 50,046
Hourly	\$ 3,500	\$ 3,675	\$ 7,175
Salaries and Wages	\$ 83,623	\$ 193,998	\$ 277,621
Employee Benefits	\$ 24,251	\$ 56,259	\$ 80,510
Goods and Services	\$ 135,337	\$ 177,291	\$ 312,628
Equipment	\$ 9,625	\$ 21,875	\$ 31,500
Total Expenditures	\$ 252,836	\$ 449,423	\$ 702,259

STAFFING FTE

Faculty	1.00	3.00
Classified	1.00	1.00
Total FTE	2.00	4.00

Package Description:

The growing number of limited English proficiency students in Washington’s schools over the last five years has precipitated a critical shortage of elementary, middle and high school teachers who are trained in bilingual education and in teaching ESL. While Western Washington University is among the top two producers of P-12 teachers in the state, our state-supported program to prepare our graduates as bilingual and ESL teachers has reached capacity. To address the critical shortage of bilingual and ESL teachers, Western seeks funding to create enrollment opportunities in the high demand field of Teaching English to Speakers of Other Languages (TESOL).

This proposal will enable students to earn endorsements in bilingual education and ESL while completing certification as elementary, middle, and high school teachers. Moreover, our proposal

will enable Western Washington University to address the critical shortage of qualified bilingual and ESL teachers in the state of Washington.

Demonstration of Unmet Student Demand. This proposal will enable Western to respond to an unmet demand by students for access to an academic program that would prepare them for careers as bilingual and ESL teachers. With funding from a legislative decision package in the last biennium, we increased enrollment in our program to accommodate demand at that time by adding 40 FTE by fall of 2008. We have now reached capacity with an enrollment of 77 FTE and a total of 228 students in the program earning endorsements in ESL and/or bilingual education. We have “waiting lists” for admission to the program and to specific courses within the program. With ESL courses now required as part of the requirements for all students completing teacher education programs at WWU, we must expand access to the program by an additional 35 FTE over the next two years. In addition, we receive an average of **5 inquiries per day** from practicing P-12 teachers in Washington schools regarding the availability of admission slots to the TESOL program at Western. We face a profound and sustained demand for access. The proposed decision package will enable Western to meet student demand for access to the university and to the high-need teaching areas of bilingual and English as a second language.

Demonstration of Employer Demand. Because Washington and the nation as a whole are becoming more ethnically and linguistically diverse, bilingual education and ESL have emerged as high needs for P-12 schools and community colleges. According to the OSPI report, *Educating English Language Learners in Washington State*, over 90 percent of recent immigrants come from non-English-speaking countries, and many of these immigrants arrive with little or no formal education and many native-born ethnic group members do not speak English in the home. These immigration and birth patterns are contributing to the increase in the linguistic diversity of our public schools.

Many districts in the state of Washington report significant difficulties recruiting teachers qualified to teach students with limited English proficiency. According to the most recent *Washington Educator Supply and Demand Report* published by the Office of the Superintendent of Public Instruction, bilingual education and ESL top the list of teaching areas showing a shortage of qualified teachers.

Employer demand for bilingual and ESL teachers is not unique to the state of Washington. A national report by the American Association for Employment in Education lists the need for bilingual and ESL teachers as a significant data trend in all regions of the country, including the Pacific Northwest. Consistent with these trends, bilingual education and ESL have been listed as teacher shortage areas since 2000.

Expanding Access and Participation for All Washington Residents. Because of its mission to “prepare teachers to support the learning of *all* students,” the TESOL program tends to draw students from underrepresented populations, specifically ethnically diverse students for whom English is their second language. This tendency is verified by the fact that 27% of the students currently enrolled in the TESOL program are students of color (as compared to 16% ethnically diverse students enrolled in WWU). This proposal will increase access to Western Washington University and the teaching profession for students of color with English as a second language. Moreover, these ethnically diverse students would have the opportunity to positively impact the learning of children in Washington’s schools who are most at risk for academic failure.

The proposed enrollment expansion in the TESOL program would also increase access and participation for ethnically diverse Washington residents because of the availability of grants, scholarships, and tuition waivers for individuals entering the high-need areas of bilingual and ESL education. With expanded access to the TESOL program, additional students of color recruited to the TESOL program would be eligible for numerous state scholarships and federal grants available to ethnically diverse college students. TESOL program students pursuing ESL and bilingual endorsements would also be eligible for the Washington “forgiveness loan” program for teachers entering teacher shortage areas.

Responding to State and Regional Needs. According to the HECB State and Regional Needs Assessment, the regions of the state of Washington facing the greatest disparity with the state average college participation rate include the Northwest region in which Western Washington University is situated. In addition, the greatest enrollment pressure due to population growth includes Snohomish, Island, and Skagit counties, areas that are served by WWU. The report also states “the higher education system must develop strategies to increase the number of qualified K-12 teachers and administrators in key shortage areas, including English as a second language.” The proposed expansion of this program for the preparation of bilingual and ESL teachers responds to state and regional higher education needs as well as market demands.

Western’s TESOL Program.

Approved by the State of Washington and the National Council for the Accreditation of Teacher Education, the TESOL program at WWU enables prospective and practicing teachers to earn endorsements in both ESL and bilingual education. Currently at full capacity, the TESOL program has an enrollment of 35 FTE. Funding will enable WWU to double enrollment in the program and provide opportunities for additional teachers to become highly qualified to teach in critical shortage areas in the state. Placement statistics for the last five years show that 100% of program graduates procure a teaching contract within 3 months after graduation.

The TESOL program is interdisciplinary in nature, providing preparation in the core areas vital to the profession, including linguistics, grammar, second language acquisition, and a two-part methods course. One methods course focuses on basic English for new arrivals to this country, and the second methods course increases teacher competencies so they can provide access to regular classroom content for English language learners. Hands on classroom experience with English as a Second Language learners is an essential part of all program courses, culminating in the final course – a mentored teaching practicum. Students have a supervised experience teaching ESL in a local public school or college. This culminating experience also includes a weekly seminar to discuss observations, materials, and teaching strategies.

One (1.00) FTE in 2009-10 plus an additional 2.00 FTE in 2010-11, as detailed below. All three faculty positions are tenure track assistant rank professors (two in English as a Second Language; and one in Bilingual Education). Additionally, a classified staff Office Assistant III starting in year one of the biennium, will be hired.

A total of \$23,000 will be used over the course of the biennium for faculty set-up costs, including new equipment and furniture such as desks, chairs, phones, personal computers, printers, etc. Operating monies cover the costs of providing supervision during the practica and internship components of the program. Such costs include travel to P-12 school sites, assessment materials,

and stipends to practicing teachers and principals in the schools in which WWU students are placed for field experiences.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The proposal to expand the Teaching English to Speakers of Other Languages (TESOL) program has the following goals:

- Increase access to a high-need program for the preparation of elementary, middle and high school ESL and bilingual teachers.
- Increase the number of highly qualified teachers by preparing 60 teachers per year graduating with ESL and bilingual endorsements.
- Increase the number of students from underrepresented groups earning teaching certification with ESL and bilingual endorsements.

The proposed program expansion meets Washington State requirements for supporting endorsements in teaching ESL and bilingual education. Teachers and future teachers can apply to add these endorsements if they have completed a primary endorsement in another field of study. The endorsement competencies have been established by the state of Washington, and all 29 ESL and bilingual education competencies are integrated into our TESOL curriculum. These Washington competencies for the ESL and bilingual endorsements will serve as the benchmarks by which we will assess the effectiveness of the program. A variety of assessment methods, including state-mandated and institutionally-developed assessment, will be used to assess student performance relative to the competencies ESL and bilingual endorsement competencies in WAC 180-82A:

- West-E/Praxis II Test for ESL and bilingual endorsements
- Course grades
- Program level assessments including a culmination project
- Performance evaluations completed during the practicum
- State of Washington Performance-Based Assessment of Pedagogy
- Program alumni survey
- Placement rates in the year following graduation
- Employer evaluations during the first year of employment in P-12 schools

In addition to the assessment of student performance, the TESOL program will be evaluated by students regarding perceptions of the quality and effectiveness of teaching and practicum experiences measured by the WWU student course evaluation process. The extent of increased accessibility of the TESOL program will be measured by comparing the percentage of TESOL students pursuing teacher certification and earning a TESOL endorsement before and after enrollment expansion. The extent of increase in TESOL students from underrepresented groups will be measured using institutional data comparing enrollment demographics.

b) *Performance measure detail.*

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted; the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Through the curriculum and scholarly requirements of the program, students are engaged in interactive learning and active participation in scholarly and creative activities. The faculty and staff of the program, including practicing teachers and scholars in P-12 schools, integrate the highest quality teaching and scholarship.

Through the practicum and internship components of the program, students are engaged in civic engagement through which they develop leadership, effective citizenship, and social responsibility.

Because of the TESOL program's emphasis on the knowledge and skills for supporting the learning of English-language-learners, the program addresses the WWU strategic objective of a "diverse campus community that honors, appreciates, and celebrates diverse perspectives and backgrounds." Additionally, the strategic plan requires the university to recruit and retain high quality and diverse students and to focus on enhancing financial resources available for student recruitment as well as enhancing recruitment efforts for targeted populations. The TESOL program tends to draw students from underrepresented populations, specifically ethnically diverse students for whom English is their second language.

Additionally, this package supports WWU-PA goals of increasing access and degree production, and responding to state economic and workforce needs.

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

Yes. This proposal addresses three of the Governor's priorities. First, through the TESOL program, WWU will **improve the economic vitality of businesses and individuals** by increasing opportunities for post-secondary education that meet the global challenge of skills and education. Second, the proposal directly addresses the **improvement of student achievement** by focusing on the preparation of teachers who will ensure that all students, including English language learners, master the skills they need to participate thoughtfully and productively in their work and communities. Third, through the TESOL program, WWU will **improve the value of postsecondary learning** through providing educational opportunities that close the achievement gap that academically sidelines low-income and minority students.

Furthermore, this proposal supports a program that will increase the percent of adults completing degrees and the percent of students prepared to meet workforce needs.

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

This package supports the HECB Master Plan goals of creating higher expectations for all K-12 students, focusing on diversity, making college easy to access, and helping more students achieve degrees.

This package would rate very high in the Priorities of Government process because the TESOL program for the preparation of ESL and bilingual teachers addresses the Initiatives for a World Class Education System targeted in *Washington Learns*. Through the TESOL program, WWU will improve the learning opportunities for English language learners by preparing highly qualified ESL and bilingual teachers who possess the knowledge, skills, and cultural understanding to support the learning of all students. Moreover, the TESOL program provides training programs for mentors and instructional coaches who work with English language learners in P-12 schools and community colleges.

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

In the 2007-2009 biennium, WWU received state funding to transition the TESOL program from a self-sustaining funding model to state support with a targeted enrollment of 35 FTE. By fall of 2007, this FTE target was met; the target was exceeded by winter of 2008. Additional funding is needed to grow the program to meet demand and to address the critical shortage of ESL and bilingual teachers. This budget request directly responds to state and regional economic needs and opportunities by preparing highly qualified bilingual and ESL teachers for Washington's schools. Changing demographics in the state, especially the sharp increase in the number of Limited English Proficiency (LEP) students, has precipitated a critical need for teachers who can support the learning of students from linguistically and culturally diverse backgrounds.

A growing number of elementary and secondary schools in the United States are charged with the education of students from linguistically and culturally diverse backgrounds, many of whom speak no or limited English. According to the U.S. Department of Education, the number of Limited English Proficiency (LEP) students increased by 69% in the 1990s, and the number of LEP students is projected to grow to 104.3% by the end of 2006. Statistics for the state of Washington are comparable to national statistics – the number of LEP students in the state's public schools increased by 104% in the last eight years.

WASL and LEP Students. Students not proficient in using the English language have a higher risk of academic failure. When children with little or no exposure to the English language enter the public schools they are often unable to profit fully from instruction in English. According to the National Clearinghouse for English

Language Acquisition, LEP students tend to have lower levels of academic performance in math and reading and much higher dropout rates than their English-fluent peers. Recent figures released by the Office of the Superintendent of Public Instruction indicate that over half of the LEP students in Washington schools will fail to meet standard on one or more sections of the WASL.

Whereas previously the vast majority of LEP students attended urban schools, more and more are now attending schools in suburban and rural settings, thus becoming the responsibility of educators in all regions of the country. The future of these students when they leave school and, arguably, the very future of the nation, depends on how successful schools are in meeting the language and cultural needs of this population. However, a major obstacle facing schools in the education of LEP students is the shortage of qualified bilingual and ESL teachers.

Many districts in the state of Washington report significant difficulties recruiting teachers qualified to teach students with limited English proficiency. According to the most recent *Washington Educator Supply and Demand Report* published by the Office of the Superintendent of Public Instruction, bilingual education and ESL top the list of teaching areas showing a shortage of qualified teachers. Consistent with these trends, the U.S. Department of Education's Federal Perkins Loan Teacher Cancellation teaching shortage areas include bilingual education and ESL. Bilingual education has been listed as a national shortage area for the past six years. Providing training to teachers with limited English proficiency students also appears to be a problem. During school year 2005-2006, less than 30 percent of teachers nationally reported having received some training to teach students from culturally and linguistically diverse backgrounds.

The Washington Education Reform Act aims to have *all* students meet high academic standards. Schools face a challenge to find and train teachers to meet the needs of the growing number of students with Limited English Proficiency. The proposed high demand enrollment expansion in the Western Washington University TESOL program directly responds to this challenge by preparing highly qualified bilingual and ESL teachers for Washington's elementary, middle, and high schools.

Targeting the preparation of bilingual and ESL teachers responds to the goals of expanding access and participation for all Washington residents. The expanded TESOL program will utilize partnerships with P-12 schools and community colleges that stand to benefit from the state's investment in preparing more bilingual and ESL teachers the expanded TESOL program will include school-based *practica* through which students gain work experience while attending college.

Beneficial Partnerships with School Districts.

Western Washington University maintains a tradition of strong partnerships with P-12 schools for the initial preparation and career-long professional development of educators. Through our partnerships with schools districts throughout the state of Washington, we place practicum and internship students in schools where our students work with and learn from experienced teachers who model best practices. These partnerships ensure that professional educators are continuously and

substantially involved in the design, delivery, and evaluation of our programs for the preparation of teachers. We depend on our school partners to assist us in preparing capable future teachers who stay in the profession. Our school partners also benefit from our partnerships because our students provide valuable assistance in supporting the learning of P-12 students. Moreover, our school partners gain access to new teachers to fulfill critical needs in bilingual education and ESL.

Beneficial Partnerships with Community Colleges.

Our partnerships with community colleges insure articulation and smooth transfer of two-year college students to our teacher education programs. For example, Western Washington University, in collaboration with Everett Community College, Skagit Valley College, and Whatcom Community College and three regional public schools districts, established the *Pathways to Careers in Teaching* program through a grant awarded by the Higher Education Coordinating Board in October 1999. Through the program, we collaborate with our community college partners to support an efficient, non-redundant articulation stream from public schools to community college direct transfer A.A. degree programs to baccalaureate degree teacher preparation programs at Western. These transfer and tracking mechanisms are particularly valuable for recruiting first-generation, English as a second language learners to our TESOL program. The proposed enrollment enhancement will enable us to stream these students into careers as bilingual and ESL teachers.

- g) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders). What alternatives were explored by the agency, and why was this alternative chosen?***

Without state funding, creating additional access to this high-demand program for the preparation of elementary, middle, and high school bilingual and ESL teachers will not be possible. Western Washington University will continue to turn away prospective students seeking the educational preparation to become bilingual and ESL teachers.

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

No relationship.

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

No revisions are required.

- j) *Expenditure and revenue calculations and assumptions.***

The following positions and salaries are covered:

Two Tenure/Tenure Track Faculty positions (2.00 FTE at the Assistant Rank) in
English as a Second Language: \$55,100 per faculty position

One Tenure/Tenure Track Faculty position (1.00 FTE at the Assistant Rank) in
Bilingual Education: \$55,100

One classified staff position (Office Assistant III): \$25,023

Library support is included in this decision package at \$10,000 per year for each
faculty member.

Operating support covers the costs of providing supervision during the practica and
internship components of the program. Such costs include travel to P-12 school sites,
assessment materials, and stipends to practicing teachers and principals in the schools
in which WWU students are placed for field experiences.

\$23,000 in capital outlay for new faculty and staff set up is included.

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

In year two of the biennia, an amount of \$15,500 is one-time for faculty and staff set-
up; thus, the recurring permanent amount of funding required for this package is
\$433,924 per year in combined tuition and general fund-state.

In the 2009-2011 biennium, there will be a carry-forward impact to complete 24
months of funding since 2010-11 costs are higher than 2009-10. This is due to the
staff increasing in year two to 4.00 FTE from year one's 2.00 FTE.

DECISION PACKAGE TITLE: High Demand – GIS and Spatial Science

Recommendation Summary Text:

To address corporate needs for scientific inquiry in the state of Washington, Western is seeking state support for additional enrollments in GIS and Spatial Science. State support for 10.00 FTE is requested for 2009-10 and for an additional 5.00 FTE in 2010-11 (15.00 FTE total in 2009-2011).

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 149, Operating Fee Account	\$ 35,655	\$ 53,483	\$ 89,138
Fund 001, General Fund - State	\$ 259,905	\$ 168,027	\$ 427,932
Total Resources	\$ 295,560	\$ 221,510	\$ 517,070
USES (EXPENDITURES)			
Faculty Tenure/Tenure-Track	\$ 55,100	\$ 55,100	\$ 110,200
Graduate Teaching/Research Assistants	\$ 29,132	\$ 29,132	\$ 58,264
Exempt Professional	\$ 50,000	\$ 50,000	\$ 100,000
Salaries and Wages	\$ 134,232	\$ 134,232	\$ 268,464
Employee Benefits	\$ 38,927	\$ 38,927	\$ 77,855
Goods and Services	\$ 47,401	\$ 38,351	\$ 85,751
Equipment	\$ 75,000	\$ 10,000	\$ 85,000
Total Expenditures	\$ 295,560	\$ 221,510	\$ 517,070

STAFFING FTE

Faculty	1.00	1.00
Graduate Teaching Assistants	2.00	2.00
Exempt Professional	1.00	1.00
Total FTE	4.00	4.00

Package Description:

Spatial analysis and the associated techniques and tools are growing at a phenomenal rate, and many new disciplines are taking advantage of the changing opportunities in spatial science. Many tools that have been traditionally the purview of a few geographers are now finding wide application in a host of new arenas. New Geographic Information Systems (GIS) software and techniques provide people unprecedented access to spatial data and analysis, and internet based tools such as Google Earth and Google Maps are allowing people around the world to interact with spatial data in ways that were not even considered a few years ago.

Western’s Department of Environmental Studies at the Huxley College of the Environment has been providing campus-wide leadership in the delivery of Geography, GIS, and Spatial Analysis curriculum. The College requires additional resources if it is to serve the student demands in these

fields both within the Geography Department and within the rapidly growing demands from outside this undergraduate major. The need for effective training in these technologies within Geography, as well as training in their general use in other disciplinary fields is expanding faster than WWU is able to accommodate. Huxley frequently has very large wait lists for its introductory GIS classes, and does not have the faculty or staff to offer enough upper division or graduate level classes in the spatial sciences to Geography majors, or to the many students from other disciplines that want and need to take advanced GIS and Spatial Techniques courses. Huxley is also unable to provide the campus wide leadership necessary to assist in the use of these technologies throughout the university research community.

Background

Geographic Information Systems, or GIS, is a rapidly growing field. This set of computer based tools and techniques now allow unprecedented levels of analysis and visualization of all sorts of phenomena ranging from complex ecological processes to the distribution of markets for pharmaceuticals. In short, GIS lets people ask questions about the world around them that would be difficult or impossible to answer without the computational speed of computers or the millions of hours of human time invested in the algorithms and programming that make up modern GIS software.

Virtually all branches of science, in both the physical and social concentrations, use spatial approaches to study and convey information. Though these disciplines have always involved the study and graphic representation of the earth, recent developments in GIS have radically changed the techniques available for such endeavors. GIS and associated technologies such as Satellite Remote Sensing, Global Positioning Systems (GPS), Computer Cartography, and 3-D and/or animated Computerized Visualization have dramatically altered our ability to acquire, study and display spatial information and concepts. Simultaneously, the Internet, Google Earth, virtual reality, and smart classrooms coupled with high-speed digital communications are altering the ways we teach and communicate complex spatial information and ideas.

GIS is no longer a single idiosyncratic tool that is used only by a few technicians. It is now pervasive in many fields of employment and academic inquiry. For example, many Huxley and WWU students now see GIS as a necessary tool in their marketable skill-set. They have been seeing an ever increasing demand in the marketplace for GIS training. Simultaneously, an increasing number of applicants for new academic positions at Huxley are proficient users of GIS technology. GIS is no longer a peripheral tool, but rather a primary and central tool for a growing number of academic pursuits.

Western Washington University is ideally situated to provide GIS and Spatial Science training for the North Puget Sound region. We already have many graduates working in local government, non-profits, and local business. We are seeing continuous growth in the regional demand for these skills, and continuous growth in the number of students coming to Western expecting to get this sort of training at both the graduate and undergraduate level. This decision package, if funded, would ensure that Huxley College of the Environment is able to continue providing excellent instruction in GIS and Spatial Science to Western's Geography majors, and is also able to expand its program to provide the same level of excellence to the entire WWU community.

GIS at Huxley

In the last decade GIS techniques have become central to a wide range of academic research efforts and an even larger number of employment opportunities worldwide. During this time Huxley College of the Environment has been taking the lead in developing the GIS offerings for Western Washington University. Despite relatively few instructors and staff, Huxley's current undergraduate GIS offerings for Geography majors is comparable to many much larger universities. However, the College is still lacking the graduate courses and advanced undergraduate courses necessary to provide advanced GIS training for its own majors, much less the larger campus community.

Huxley currently offers a minor in GIS and has been expanding its GIS offerings to non-minors. However, the College has seen ever growing numbers of students from other disciplines such as Geology, Anthropology, Biology, Journalism or Political Science attempting to take GIS classes. The current GIS program at Huxley offers introductory courses in GIS every quarter including summer term. Many of these students go on to minor in GIS, taking a full year of advanced GIS classes culminating in an independent GIS research project. These students also take Huxley courses in Satellite Remote Sensing or advanced spatial modeling techniques.

Environmental scientists, planners, geographers, engineers, and many others must now be comfortable with all these technologies, and fluent in the techniques necessary to move comfortably among them. We can no longer teach "just GIS" or "just cartography." This package will enhance Huxley's curriculum to provide holistic approaches to geographical questions and techniques.

The funding provided will provide 1.00 FTE faculty member at the Assistant Rank with expertise in GIS, Web delivery, and 3-D, Modeling; and 1.00 FTE exempt professional staff member, a GIS and GeoSpatial Data Specialist, with expertise in GIS servers, web delivery of spatial data, and web design. Additionally, two graduate research/teaching assistants will be dedicated to these courses (3 quarters each). Additionally, funds will be used to purchase new computers, GPS equipment and support for the existing Spatial Analysis Lab; as well as the following software and software maintenance: Erdas Imagine (Remote Sensing package); Adobe Suite (image manipulation, graphics and web); and 3D Visualization.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

Each new course will be evaluated through student evaluations, and the department will oversee the development of a cohesive curriculum through annual review of our progress in developing this curriculum. New faculty and staff will be subject to the traditional methods of professional oversight at Western. Western also submits data on accountability performance measures annually to the Higher Education Coordinating Board.

b) Performance measure detail.

Through targeted investment in this decision package, most of Western's accountability measures should be positively impacted: the number of bachelor's

degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

This decision package supports the GIS and Spatial Science proposal which strives to achieve many of the core objectives of the Western Strategic Plan. It is aimed at recruitment and retention of high quality faculty, staff and students. This field is growing rapidly and we need to provide our students with innovative, professional training that will prepare them for direct collaborative opportunities with other departments statewide as well as the larger geo-spatial industry.

This decision package supports WWU-PA goals of increasing access and degree production, and responding to state economic and workforce needs.

Western's Strategic Plan provides a commitment to excellence in teaching, scholarship, and community service. However our current configuration of GIS faculty and courses is insufficient to achieve these commitments for the entire WWU community or the extended population of the State of Washington. The additional faculty and staff proposed here would allow us to live up to this commitment.

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

Yes. This proposal will improve the value of postsecondary learning by helping to increase the percentage of adults completing degrees and the percent of students prepared to meet workforce needs.

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

This decision package supports the HECB Strategic Master Plan goals of helping more students achieve degrees, filling unmet needs in high-demand fields, and contributing to the innovation economy.

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

With this funding we will be able to develop a GIS curriculum that provides for the needs of the entire WWU community, and produces graduates and research that will provide leadership for the entire State of Washington. The funding proposed here will allow Western to produce graduates and research that will contribute spatial expertise to many government units within the State and/or the region.

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

Several years ago we worked with the WWU Graduate School to develop a grant proposal for a Sloan Foundation grant to fund the development of a “**Professional Master’s Track in: Environmental Applications of Geographic Information Systems (GIS).**” We did not receive the funding because the Sloan foundation determined that we needed more faculty in order to provide the types of training we proposed.

h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)

Huxley College of the Environment will not be able to extend its GIS and Spatial Science curriculum to the entire University, resulting in redundancy and inefficiency, as many departments would be forced to provide their own rudimentary GIS training. No other college or department at the University is in a position to expertly provide advanced and cohesive training, instead we would see an unplanned proliferation of introductory courses in GIS at what may eventually result in higher costs to the University.

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

No relationship to the state’s capital budget.

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

No proposed legislation is required.

k) Expenditure and revenue calculations and assumptions.

1.00 FTE – Tenure-Track Faculty (Assistant Rank) Spatial Science: \$55,100
1.00 FTE – Exempt professional (GIS and GeoSpatial Data Specialists): \$50,000
2.00 FTE – Graduate Student Research/Teaching Assistants: \$29,132 per year

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

An amount of \$85,000 for 2009-10 is for computer hardware and/or one-time software costs. The remaining costs would be ongoing salary and computer hardware and software maintenance costs.

An amount of \$221,509 in general fund-state in 2010-11 is recurring on a permanent basis.

DECISION PACKAGE TITLE: Competitive Compensation for Faculty

Agency Recommendation Summary Text:

WWU requests General Fund–State equivalent to an average increase of five percent per year for all faculty. Faculty compensation at Western continues to lag behind the peer-group average of comparable public universities as defined by the HECB and behind Western’s Global Challenge State peer institutions. Western’s commitment to the highest quality learning environment begins with retaining its highly qualified faculty through competitive compensation.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 2,724,354	\$ 5,584,926	\$ 8,309,279
Total Resources	\$ 2,724,354	\$ 5,584,926	\$ 8,309,279
USES (EXPENDITURES)			
Faculty Compensation	\$ 2,348,581	\$ 4,814,591	\$ 7,163,172
Total	\$ 2,348,581	\$ 4,814,591	\$ 7,163,172
Employee Benefits	\$ 375,773	\$ 770,335	\$ 1,146,107
Total Expenditures	\$ 2,724,354	\$ 5,584,926	\$ 8,309,279

Description:

The Washington Learns Higher Education Advisory Committee reported to the Governor that faculty salaries in Washington need to be competitive and that the state is losing ground:

“... Washington ranks next to last among the Global Challenge States and well below this peer group and the national averages on average salaries overall for Faculty on 9/10 month contracts in public institutions. The state is losing ground relative to the other Global Challenge States with respect to Faculty salaries in four-year institutions. Washington has moved from next to last to last in terms of the average salary of full professors in these institutions. During the same period it fell an additional six percent behind the average of the GC states.... This is an issue the state needs to address.....salaries need to be competitive.”

- Making the Grade, Washington Higher Education on the Global Challenge

A significant financial commitment from the state is needed in the next several biennia (2009-2011, 2011-2013, and beyond) if Western is to accelerate its improvement in faculty compensation and to compete favorably within the national market. Highly qualified faculty ensure that University programs and services continue to be provided in an effective and efficient manner critical to delivering a high quality undergraduate education. Western requests General Fund-State equivalent to an average five percent (5%) per year increase for the 2009-2011 biennium in faculty compensation.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

By significantly increasing faculty compensation over the next three biennia, Western expects to gain ground related to its selected peers in the Global Challenge States, and also to improve its position within the peer group recognized by the Higher Education Coordinating Board (HECB). Measurement of this objective will continue to be the peer salary percentile comparisons as reported by the Higher Education Coordinating Board, and, as implemented by the HECB and OFM, peer salary comparisons related to the Global Challenge States.

Western’s faculty salary strategy since 1999-00 has been to reach the 75th percentile of its peer institutions, as defined by the Higher Education Coordinating Board (HECB). As shown in Table A below, while Western rose from the 48th percentile in salary rank in 1999-00 to the 54th in 2001-02, the lack of state salary increases for three years set Western back to the 42nd percentile by 2004-05.

TABLE A

**Western’s Average Faculty Salaries – All Ranks
 Percentile Rank among Peers
 1999-00 to 2006-07**

	WWU Average Salary, All ranks	WWU Rank*	EWU Rank	CWU Rank	Evergreen Rank
1999-00	\$51,746	48 th	43 rd	24 th	17 th
2000-01	\$54,606	52 nd	43 rd	27 th	24 th
2001-02	\$57,017	54 th	46 th	28 th	32 nd
2002-03	\$57,448	50 th	35 th	23 rd	29 th
2003-04	\$57,224	42 nd	31 st	29 th	32 nd
2004-05	\$58,433	42 nd	29 th	31 st	23 rd
2005-06	\$60,673	45 th	29 th	35 th	24 th
2006-07	\$63,354	46 th	35 th	43 rd	22 nd

FY 2007 Peer 75th Percentile: \$70,864

Data Source: HECB Fact Book and HECB Comprehensive Faculty Salary data Fall 07. Note: the salary and ranking information for 1999-00 is corrected per advice from K. Raudenbush of the HECB on 8-2-2004.

**Note to Table: Each year HECB staff produces a report comparing average faculty salaries at Washington’s public institutions of higher education with national data for comparable institutions. For the Washington comprehensive institutions, the comparison group is made up of all public comprehensive institutions in the nation. One of the problems with the data comparisons from year to year is that the institutions included in this comparison group change each year. The number of institutions within the comparison group has ranged from 232 to 270 institutions since FY98. The fluctuation in the data set alters the annual data comparison. In a recent review of the HECB data reports by Western, 187 common institutions only have been included in each of the five annual reports from FY98 to FY02. A second problem with these data is that the average salary comparisons are not adjusted on a campus by campus basis by number of faculty in each rank.*

b) *Performance measure detail.*

Through targeted investment in faculty compensation in 2009-2011 and beyond, all of Western's accountability measures will be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Clearly outlined in Western's new strategic plan is the commitment to maintaining ongoing emphasis on achieving competitive compensation for faculty and staff. Also outlined is the University's need to devote more resources to support innovative teaching, high quality scholarly, and creative activities.

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

Yes. This decision package addresses one of the key results identified within by Governor Gregoire in her Priorities of Government; namely, that Washington citizens expect its government to improve the value of postsecondary learning. Since the best universities "are built on the shoulders of its faculty", and there is keen competition among universities, industry, government, and other non-profit institutions, to hire the best scholars and teachers, enhancing faculty compensation will directly impact the quality of postsecondary learning in Washington.

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

All of the goals outlined in the HECB's 2008 Strategic Master Plan for Higher Education in Washington depend upon higher education's ability to attract and retain the highest quality faculty. Faculty, above all, will inspire and help more people achieve degrees. Additionally, students who graduate from Western frequently become Washington State Government's engineers, chemists, mathematicians, economists and other highly skilled professionals. Western's ability to provide competitive compensation to faculty directly impacts the quality of programs available to Western graduates.

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

The state of Washington including its citizens, parents, public and private employers, and students – all are stakeholders in this proposal. Improving faculty compensation will improve the quality of higher education in Washington, providing benefits to all of these groups.

Quality faculty is essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country, a niche engendered by creating a learning environment that permits close faculty-student interaction and student access to top-class faculty. To provide a quality competitive educational experience for students, academic programs must continue to be innovative and responsive to

the most recent knowledge and technologies within academic disciplines. Employing and retaining highly qualified faculty assure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.

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

No alternatives are available.

h) *What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)*

Faculty will continue to lose economic footing and purchasing power. It is possible that the rate of attrition will increase as Western loses more of its highly skilled and qualified employees to institutions able to offer more competitive compensation.

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

There is no relationship.

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

No changes are required.

k) *Expenditure and revenue calculations and assumptions.*

Not available at this time.

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

Compensation increases are permanently added to the base budget of the University. Permanent compensation adjustments implemented in the second year of the biennium must be funded for both years of the ensuing biennium.

DECISION PACKAGE TITLE: Competitive Compensation for Exempt Professional Staff.

Agency Recommendation Summary Text:

WWU requests General Fund-State equivalent to an average of five percent per year for all Exempt Professional Staff. Western’s commitment to the highest quality learning environment includes recruiting and retaining its highly qualified diverse Exempt Professional Staff through competitive compensation and fostering a performance-based workplace culture.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 1,049,417	\$ 2,151,306	\$ 3,200,723
Total Resources	\$ 1,049,417	\$ 2,151,306	\$ 3,200,723
USES (EXPENDITURES)			
Exempt Professional Compensation	\$ 904,670	\$ 1,854,574	\$ 2,759,244
Total	\$ 904,670	\$ 1,854,574	\$ 2,759,244
Employee Benefits	\$ 144,747	\$ 296,732	\$ 441,479
Total Expenditures	\$ 1,049,417	\$ 2,151,306	\$ 3,200,723

Description:

It has been reported that 40% of the U.S. workers will be eligible to retire by the end of this decade; there will be 10% fewer workers aged 35-44; 61 countries are at or below zero population growth and 60% of 21st century jobs will require skills that only 20% of the workforce will possess. Currently, the cost of losing talent is high!

It is therefore imperative that Western Washington University remain competitive in the ever changing labor market. National and world trends in human capital reflect changing labor market conditions and require new innovative thinking. In order for Western to successfully recruit, develop and retain a diverse professional staff workforce, we must be prepared to offer competitive compensation and encourage the workforce to develop and invest their talents in the institution. This will require a commitment to pay a fair market value when recruiting for positions and an ability to increase compensation as exempt professional increase their knowledge, skills and abilities.

Highly qualified Exempt Professional Staff ensure that University programs and services continue to be provided in an effective and efficient manner critical to delivering a high quality undergraduate education. Investment in this decision package will help Western ensure that the right people are in the right job by enabling the institution to hire the best-qualified candidates. Western will be positioned to help employees perform better, and to use their time and talents effectively. Western’s goal will be to create an environment where employees are motivated and productive. Western will be able to ensure that staff have competencies for present job and career advancement by creating a learning environment where employees are engaged in relevant development opportunities and where they are seeking to learn in order to advance. Western will be better prepared to ensure that successful performance is differentiated and therefore strengthened and that successful performance is timely rewarded.

A priority for Western Washington University is to develop the workforce depth and breadth needed for present and future success: employees who are committed to the work they do and the goals of the university are productive, successful employees. A significant financial commitment from the state is needed in the next several biennia (2009-2011, 2011-2013, and beyond) if Western is to accelerate its improvement in Exempt Professional Staff compensation and to compete favorably within the national market. Western requests General Fund-State equivalent to an average five percent (5%) per year increase for the 2009-2011 biennium for all Exempt Professional Staff.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

By increasing exempt professional staff compensation over the next three biennia, Western expects to recruit and retain a diverse workforce at improved rates. Performance outcome areas will focus in the following areas: hiring, planning and aligning, deploying, and developing the exempt professional staff and reinforcing productive performance. Specific measurements are likely to include: diversity among employee groups; dollars spent on recruiting; average number of days to fill vacancies; qualifications of applicant/candidate pools; applicant pool demographics/ geographic information; performance; turnover rate and reasons for leaving; development plans; succession planning; and employee motivation and satisfaction.

These measurements will ensure we are hiring and developing a workforce that exhibits the leadership qualities that supports the student learning experience.

b) Performance measure detail.

Through targeted investment in exempt professional compensation in 2009-2011 and beyond, all of Western's accountability measures will be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

Clearly outlined in Western's new strategic plan is the commitment to maintaining ongoing emphasis on achieving competitive compensation for faculty and staff.

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

Yes. This decision package addresses one of the key results identified within by Governor Gregoire in her Priorities of Government; namely, that Washington citizens expect its government to improve the value of postsecondary learning. Since there is keen competition among universities, industry, government, and other non-profit institutions, to hire the best

professional staff, enhancing compensation for exempt professionals at Western will help to retain indirectly impact the quality of postsecondary learning in Washington.

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

All of the goals outlined in the HECB's 2008 Strategic Master Plan for Higher Education in Washington depend upon higher education's ability to attract and retain the highest quality professional staff.

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

The state of Washington including its citizens, parents, public and private employers, and students – all are stakeholders in this proposal. Improving staff compensation will improve the quality of higher education in Washington, providing benefits to all of these groups.

Quality exempt professional staff is essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country. Employing and retaining highly qualified staff assure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.

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

No alternatives are available.

- h) What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)***

Exempt Professional Staff will continue to lose economic footing and purchasing power. It is possible that the rate of attrition will increase as Western loses more of its highly skilled and qualified employees to institutions and businesses nationwide that are able to offer more competitive compensation.

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

There is no relationship.

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

No changes are required.

k) Expenditure and revenue calculations and assumptions.

Not available at this time.

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

Compensation increases are permanently added to the base budget of the University.
Compensation increases implemented in the second year of the biennium must be funded for both years of the ensuing biennium.

DECISION PACKAGE TITLE: Recruitment and Retention Funding for Faculty and Exempt Professional Staff.

Agency Recommendation Summary Text:

As the national employment market conditions for higher education continue to improve, and the cost of living in Bellingham explodes, Western is requesting significant state investment in a recruitment and retention funding pool.

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$ 500,000	\$ 1,250,000	\$ 1,750,000
Total Resources	\$ 500,000	\$ 1,250,000	\$ 1,750,000
USES (EXPENDITURES)			
Faculty and Exempt Professional Staff	\$ 431,000	\$ 1,077,000	\$ 1,508,000
Total	\$ 431,000	\$ 1,077,000	\$ 1,508,000
Employee Benefits	\$ 69,000	\$ 173,000	\$ 242,000
Total Expenditures	\$ 500,000	\$ 1,250,000	\$ 1,750,000

Description:

There is keen competition among universities, industry, government, and other non-profit institutions, to hire the best scholars and teachers, as well as the best professional staff. For example, the economic demand for graduates enrolled in science, technology and other high demand disciplines has created a nationwide vacuum for highly qualified, specialized faculty. The competitive landscape for recruiting and retaining high quality faculty and staff has become more challenging than ever.

Western continues to struggle with faculty and staff recruitment and retention. For example, competing institutions across the nation have offered Western faculty 20% to 30% more in salary to leave Western. Because housing costs were historically very low in Bellingham and the surrounding areas (i.e., prior to recent and extraordinary increases since 2001), Western was able to attract desired candidates despite significantly higher offers from other institutions. This was primarily due to our location; candidates were once willing to accept significantly lower offers from Western to relocate to the Bellingham locale, one of the most beautiful in the country. This “quality of living” bonus that serves to enhance our best offers, appears to have diminished in value in light of the recent increases in the cost of housing in Whatcom and Skagit Counties. Consequently, position offers are more cautiously scrutinized than in the past.

For the past decade, Western has made faculty and staff recruitment and retention one of its highest priorities. While Western continues to remain focused and steadfast on delivering the highest quality education through our faculty and exempt staff, our ability to offer competitive compensation packages is now challenged. It is becoming increasingly difficult to successfully hire the best candidates for available positions.

Whatcom and Skagit Counties -- Housing Costs. Housing costs in both Whatcom and Skagit counties have soared recent years, making it increasingly difficult for prospective candidates to accept employment

at Western. Prospective and current employees no longer have sufficient salary support to consider purchasing a home in Bellingham area. From 2002 to 2006, the average median cost of housing in Whatcom and Skagit Counties has increased by 68% and 55%, respectively.

Loss of Key and Experienced Faculty and Staff. As salaries improve in the national higher education market, Western risks the continuing loss of experienced faculty and staff. Recruitment and retention funds are used to protect our highest performing faculty and staff by offering retention incentives. Additionally, these funds make it possible for Western to continue to recruit high caliber faculty by matching competing market-based salary offers.

Start-up Equipment for New Faculty. An important component of the faculty retention and recruitment is the provision of equipment for new faculty. Western recognizes that talented new faculty members possess expertise and knowledge of recent advances in knowledge. Recruiting such faculty requires the University to invest in leading-edge, even customized, equipment, computing hardware and software, library holdings, and laboratories. Appropriately equipped laboratories engender the highest quality undergraduate instruction and scholarly activities consistent with faculty interests, student needs, and University expectations. New faculty expect and are able to command from other potential employers, state-of-the-art equipment as part of their recruitment. Many institutions of higher education with which we compete for the best faculty, include equipment in their employment offers to faculty who need modern technology to continue their scholarly activities. Start-up packages for equipment can be as high as \$50,000 to \$85,000, especially for faculty in the sciences.

Tempering Inflation. State appropriations for recruitment and retention have helped to temper the impact of inflation and competition for faculty in the past. However, because of lulls in the state economy, funding for recruitment and retention has not always been available. Recruitment and retention funds in the past have gone to enhance offers to prospective faculty and exempt staff, and have enabled Western to retain some of our most productive and highly skilled faculty and staff.

Summary. Without additional and significant resources to provide faculty and professional staff with the compensation they need to live and thrive in Bellingham, it will become increasingly difficult to attract desired candidates and to protect our highest performing faculty and staff. Western, through its strategic plan, is committed to recruiting and retaining the best and to do so requires competing in a national market.

Narrative Justification and Impact Statement:

a) What specific performance outcomes does the agency expect?

The number of offers accepted by top candidates will improve considerably over the present rate. As new hires are employed at more competitive salaries, improvements will be tracked.

b) Performance measure detail.

Through continued attention to salaries, all of Western's accountability measures will be positively impacted: the number of bachelor's degrees awarded; six-year graduation rates for first-time, full-time freshman students; three-year graduation rates for transfer students with an associate degree from a Washington community college; freshman retention rates; and the percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree.

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

The University's Strategic Plan calls for 1) maintaining an ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff; 2) enhancing the diversity of faculty and staff through recruitment, retention, and exchange opportunities; and 3) devoting special attention to responding to the high cost of housing for faculty and staff.

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

Yes. This decision package addresses one of the key results identified within by Governor Gregoire in her Priorities of Government; namely, that Washington citizens expect its government to improve the value of postsecondary learning. Since there is keen competition among universities, industry, government, and other non-profit institutions, to hire the best faculty and professional staff, enhancing salaries will directly impact the quality of postsecondary learning in Washington.

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

Students who graduate from Western often go on to become engineers, chemists, mathematicians, economists and other highly skilled professionals in Washington state government. Western's ability to offer competitive salaries to faculty and staff directly impacts the quality of Western graduates and the Washington workforce.

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

Quality faculty and staff are essential to the University's core mission to maintain Western's niche as one of the highest quality public comprehensive universities in the country. Employing and retaining highly qualified faculty and staff will insure that services to the University community continue to be provided in an effective and efficient manner critical to delivering the high quality undergraduate education that has taken Western years to build.

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

Western has been able to internally fund a small portion of what is needed for recruitment and retention, but has been unable to consistently address the problem. As with most other institutions of higher education, overall resources at Western are limited and consumed by basic core operating needs. In order to address this issue, increased funding is required.

- h) ***What are the consequences of not funding this package? (Specifically, consequences to desired outcomes or stakeholders)***

Western will continue to lose economic footing and purchasing power. It is possible that the rate of attrition will increase as Western loses more of its highly skilled and qualified faculty and staff to institutions able to offer more competitive compensation.

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

There is no relationship.

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

No changes are required.

- k) Expenditure and revenue calculations and assumptions.*

Not available at this time.

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

Compensation increases are permanently added to the base budget of the University. Salary increases implemented in the second year of the biennium must be funded for both years of the ensuing biennium.

DECISION PACKAGE TITLE: Bargaining Unit A – WFSE Clerical.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

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

Fiscal Detail:

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

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 1, 2008, budget submission does not include Western’s request for funds necessary for 2009-2011 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2008, along with copies of the bargained and ratified agreement.

DECISION PACKAGE TITLE: Bargaining Unit B – WFSE Trades.

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

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

Fiscal Detail

	2009-2010	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

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 1, 2008, budget submission does not include Western’s request for funds necessary for 2009-2011 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2008, along with copies of the bargained and ratified agreement.

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

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

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

Fiscal Detail

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

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 1, 2008, budget submission does not include Western’s request for funds necessary for 2009-2011 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2008, along with copies of the bargained and ratified agreement.

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

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

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

Fiscal Detail

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

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 1, 2008, budget submission does not include Western’s request for funds necessary for 2009-2011 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2008, along with copies of the bargained and ratified agreement.

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

Competitive Compensation for Classified Staff

Agency Recommendation Summary Text:

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

Fiscal Detail

	2009-10	2010-11	2009-11
RESOURCES			
Fund 001, General Fund - State	\$	\$	\$
Total Resources	\$	\$	\$
USES (EXPENDITURES)			
Classified	\$	\$	\$
Salaries and Wages	\$	\$	\$
Employee Benefits	\$	\$	\$
Total Expenditures	\$	\$	\$

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 1, 2008, budget submission does not include Western’s request for funds necessary for 2009-2011 compensation for classified staff. A request update will be forwarded to OFM by October 1, 2008, along with copies of the bargained and ratified agreement.

**State of Washington
Summarized Revenue by Account and Source**

8/29/2008
8:02 AM

Budget Period: 2009-11
Dollars in thousands
380 - Western Washington University
Agency Level
CB - 2009-2011 Currnet Biennium Base
Supporting Text Excluded

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2010	FY2011	FY2010	FY2011	FY2010	FY2011	
065 - WWU Capital Projects							
Total - 0424 - Tuition and Fees - S	2,062	2,062			2,062	2,062	4,124
065 - WWU Capital Projects - State							
Total - 065 - WWU Capital Projects	2,062	2,062			2,062	2,062	4,124
145 - H E - Grants/Contract							
Total - 0310 - Dept of Agriculture - F	76	76			76	76	152
Total - 0311 - Dept of Commerce - F	399	399			399	399	798
Total - 0315 - Dept of Interior - F	53	53			53	53	106
Total - 0316 - Dept of Justice - F	129	129			129	129	258
Total - 0320 - Dept of Transportatn - F	768	768			768	768	1,536
Total - 0347 - Nat Science Foundati - F	4,573	4,573			4,573	4,573	9,146
Total - 0366 - Environ Protection A - F	173	173			173	173	346
Total - 0384 - Dept of Education - F	2,422	2,422			2,422	2,422	4,844
Total - 0393 - Health & Human Svc - F	350	350			350	350	700
Total - 0394 - Corp for Nat Comm Sv - F	692	692			692	692	1,384
Total - 0399 - Miscellaneous Fedrl - F	3	3			3	3	6
Total - 0402 - Income From Property - S	193	193			193	193	386
Total - 0420 - Charges for Services - S	1,364	1,364			1,364	1,364	2,728
Total - 0424 - Tuition and Fees - S	1,068	1,068			1,068	1,068	2,136
Total - 0450 - Sales/Goods & Supply - S	6	6			6	6	12
Total - 0541 - Contributions Grants - P/L	12,581	12,581			12,581	12,581	25,162

**State of Washington
Summarized Revenue by Account and Source**

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2010	FY2011	FY2010	FY2011	FY2010	FY2011	
Total - 0621 - Operating Trans In - S	-41	-41			-41	-41	-82
Total - 0622 - Operating Trans Out - S	203	203			203	203	406
145 - H E - Grants/Contract - State	2,793	2,793			2,793	2,793	5,586
145 - H E - Grants/Contract - Federal	9,638	9,638			9,638	9,638	19,276
145 - H E - Grants/Contract - Private/Local	12,581	12,581			12,581	12,581	25,162
Total - 145 - H E - Grants/Contract	25,012	25,012			25,012	25,012	50,024
148 - HE - Dedicated Locl							
Total - 0402 - Income From Property - S	195	195			195	195	390
Total - 0405 - Fines, Forfeits - S	387	387			387	387	774
Total - 0409 - Lcl Inv/Intr Incm - S	930	930			930	930	1,860
Total - 0413 - CAPITAL GAINS - S	8	8			8	8	16
Total - 0416 - Sale of Prop/Other - S	1	1			1	1	2
Total - 0420 - Charges for Services - S	5,984	5,984			5,984	5,984	11,968
Total - 0423 - Board, Room Meals - S	4	4			4	4	8
Total - 0424 - Tuition and Fees - S	8,524	8,524			8,524	8,524	17,048
Total - 0430 - Dedicated Stu Fees - S	8,013	8,013			8,013	8,013	16,026
Total - 0431 - Misc Student Fees - S	17	17			17	17	34
Total - 0440 - Indirect Cost Reimb - S	148	148			148	148	296
Total - 0450 - Sales/Goods & Supply - S	13	13			13	13	26
Total - 0499 - Other Revenue - S	37	37			37	37	74
Total - 0541 - Contributions Grants - P/L	163	163			163	163	326
Total - 0621 - Operating Trans In - S	-5,348	-5,348			-5,348	-5,348	-10,696
Total - 0622 - Operating Trans Out - S	4,778	4,778			4,778	4,778	9,556
148 - HE - Dedicated Locl - State	23,691	23,691			23,691	23,691	47,382
148 - HE - Dedicated Locl - Private/Local	163	163			163	163	326
Total - 148 - HE - Dedicated Locl	23,854	23,854			23,854	23,854	47,708

**State of Washington
Summarized Revenue by Account and Source**

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY2010	FY2011	FY2010	FY2011	FY2010	FY2011	
149 - Inst of HI ED-Operat							
Total - 0409 - Lcl Inv/Intr Incm - S	852	852			852	852	1,704
Total - 0420 - Charges for Services - S	63	63			63	63	126
0424 - Tuition and Fees - S	51,391	51,391					
BM - General Enrollment Growth			567	1,135			
BN - High Demand - Financial Economics			50	68			
BP - High Demand - ESL Bilingual Edu			89	125			
BQ - High Demand - GIS & Spatial Science			36	53			
Total - 0424 - Tuition and Fees - S	51,391	51,391	742	1,381	52,133	52,772	104,905
Total - 0541 - Contributions Grants - P/L	14	14			14	14	28
Total - 0621 - Operating Trans In - S	-729	-729			-729	-729	-1,458
Total - 0622 - Operating Trans Out - S	2,362	2,362			2,362	2,362	4,724
149 - Inst of HI ED-Operat - State	53,939	53,939	742	1,381	54,681	55,320	110,001
149 - Inst of HI ED-Operat - Private/Local	14	14			14	14	28
Total - 149 - Inst of HI ED-Operat	53,953	53,953	742	1,381	54,695	55,334	110,029
443 - Data Proc - Hi Educ							
Total - 0402 - Income From Property - S	4	4			4	4	8
Total - 0420 - Charges for Services - S	447	447			447	447	894
Total - 0424 - Tuition and Fees - S	1	1			1	1	2
Total - 0430 - Dedicated Stu Fees - S	7	7			7	7	14
Total - 0450 - Sales/Goods & Supply - S	3	3			3	3	6
Total - 0621 - Operating Trans In - S	-3	-3			-3	-3	-6
443 - Data Proc - Hi Educ - State	459	459			459	459	918
Total - 443 - Data Proc - Hi Educ	459	459			459	459	918
380 - Western Washington University - State							
Total - 0402 - Income From Property - S	82,944	82,944	742	1,381	83,686	84,325	168,011
Total - 0420 - Charges for Services - S	9,638	9,638			9,638	9,638	19,276
Total - 0424 - Tuition and Fees - S	12,758	12,758			12,758	12,758	25,516
Total - 0450 - Sales/Goods & Supply - S	105,340	105,340	742	1,381	106,082	106,721	212,803

Agency: 3800 Western Washington University

2009-2011 FEDERAL FUNDING ESTIMATES SUMMARY

CFDA# Agency	Federal Fiscal Year	State Fiscal Year	State Match Amount
USDA Forest Service			
10.652 FY 2008		\$ 34,000	\$ 4,450
FY 2009		34,000	4,450
FY 2010		14,000	2,000
FY 2011		0	0
Agency Totals		\$ 82,000	\$ 10,900
Economic Development Admin			
11.307 FY 2008		\$ 157,300	\$ 157,500
FY 2009		91,700	91,900
FY 2010		0	0
FY 2011		0	0
Agency Totals		\$ 249,000	\$ 249,400
U S Geological Survey			
15.810 FY 2008		\$ 21,500	\$ 25,100
FY 2009		5,600	6,000
FY 2010		0	0
FY 2011		0	0
Agency Totals		\$ 27,100	\$ 31,100
U S Department of Transportation			
20.500 FY 2008		\$ 407,400	\$ 97,200
FY 2009		388,700	97,200
FY 2010		259,200	65,000
FY 2011		0	0
Agency Totals		\$ 1,055,300	\$ 259,400
National Science Foundation			
47.049 FY 2008		\$ 389,200	\$ 32,900
FY 2009		175,000	11,800
FY 2010		144,000	6,300
FY 2011		135,000	5,600
Agency Totals		\$ 843,200	\$ 56,600
U S Department of Education			
84.129 FY 2008		\$ 878,900	\$ 164,600
FY 2009		554,100	110,300
FY 2010		147,200	44,100
FY 2011		147,200	30,200
Agency Totals		\$ 1,727,400	\$ 349,200
National Institute of Health			
93.839 FY 2008		\$ 45,100	\$ 1,900
FY 2009		45,100	1,900
FY 2010		45,100	1,000
FY 2011		0	0
Agency Totals		\$ 135,300	\$ 4,800
Corporation of National and Community Services			
94.013 FY 2008		\$ 345,800	\$ 101,700
FY 2009		349,800	112,300
FY 2010		196,800	51,800
FY 2011		0	0
Agency Totals		\$ 892,400	\$ 265,800

AGENCY	Code	Title
	380	WESTERN WASHINGTON UNIVERSITY

B 10 Biennial Budget Estimates
(\$000)

NON-BUDGETED LOCAL FUND SUMMARY

DATE 08/08/08

FUND CODE	FUND NAME	7/1/08 FUND BALANCE*	6/30/09 ESTIMATED FUND BALANCE	2009-11 ESTIMATED REVENUES	2009-11 ESTIMATED EXPENDITURES	6/30/11 ESTIMATED FUND BALANCE
440	Central Stores	12	12	260	280	(8)
448	Printing	213	117	4,612	4,704	25
450	Other Internal Service	1,620	1,620	18,773	19,930	463
460	Motor Pool	162	157	549	644	62
522	Associated Students	953	925	6,304	6,265	964
524	Bookstore	1,810	1,770	12,770	12,394	2,146
528	Parking	941	706	3,973	3,300	1,379
570	Other Enterprises	1,327	962	18,389	13,133	6,218
573	Housing and Dining	1,502	1,430	59,702	45,141	15,991
841	G. Robert Ross Endowment	79	79			79
846	Scholarship	695	695	16,453	16,666	482
849	Perkins and Other Loan Funds	9,905	9,905	594	399	10,100
859	Endowment Funds	434	434	1,359	928	865
860	State Loan Funds	1,845	1,845	4,525	4,272	2,098

* This column must agree with the 6/30/08 CAFR balance.

LOCAL FUND SUMMARY

Central Stores (Fund 440)

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

Printing Fund (Fund 448)

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

Other Internal Service Fund (Fund 450)

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

Motor Pool Fund (Fund 460)

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

Associated Students Fund (Fund 522)

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

Bookstore Fund (Fund 524)

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

Parking Fund (Fund 528)

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

Other Enterprises Fund (Fund 570)

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

LOCAL FUND SUMMARY

Housing and Dining Fund (Fund 573)

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

G. Robert Ross Endowment (Fund 841)

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

Scholarship Fund (Fund 846)

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

Perkins and Other Loan Fund (Fund 849)

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

Endowment Fund (Fund 859)

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

State Loan Fund (Fund 860)

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

**Western Washington University
Tuition and Enrollment Change Model (TECM) Update
2007-08 Academic Year**

1. Actual average annual 2007-08 headcount distribution by credit hour.

Credit Hr.	Undergraduate		Graduate		Non Matriculated	
	Resident	Non-Res	Resident	Non-Res	Resident	Non-Res
1	10.0	2.0	2.0	1.0	0.3	0.0
2	12.0	0.0	19.0	6.0	0.3	0.0
3	27.0	1.0	8.0	0.0	0.3	0.0
4	111.0	6.0	53.0	5.0	9.0	0.3
5	79.0	7.0	17.0	2.0	4.7	0.0
6	65.0	5.0	13.0	3.0	1.0	0.0
7	57.0	4.0	8.0	1.0	0.7	0.0
8	198.0	11.0	81.0	22.0	2.3	0.3
9	156.0	5.0	26.0	8.0	0.3	0.0
10	223.0	9.0	41.0	16.0	0.3	0.0
11	142.0	7.0	21.0	11.0	0.0	0.0
12	1,629.0	88.0	51.0	16.0	1.3	0.3
13	1,603.0	92.0	14.0	6.0	0.0	0.0
14	1,899.0	133.0	19.0	3.0	0.0	0.0
15	2,138.0	148.0	14.0	4.0	0.3	0.0
16	1,645.0	115.0	18.0	5.0	0.0	0.0
17	1,058.0	101.0	13.0	4.0	0.0	0.0
18	382.0	40.0	13.0	2.0	0.7	0.0
19	115.0	8.0	2.0	0.0	0.0	0.0
20	76.0	4.0	2.0	0.0	0.0	0.0
21	12.0	1.0	0.0	0.0	0.0	0.0
22	7.0	0.0	0.0	0.0	0.0	0.0
23	1.0	1.0	0.0	0.0	0.0	0.0
24	0.0	0.0	0.0	0.0	0.0	0.0
25	1.0	0.0	0.0	0.0	0.0	0.0
Total	11,646.0	788.0	435.0	115.0	21.7	0.9

2. Actual annual average FTEs and Headcounts by student category (for fall, winter, and spring 2007-08)

	Actual FTE			Actual Headcount		
	Resident	Non-Res	Total	Resident	Non-Res	Total
Undergraduate	10,839.7	752.2	11,591.9	11,646.0	788.0	12,434.0
Graduate	411.0	117.0	528.0	435.0	115.0	550.0
Non Matriculated	20.2	0.9	21.1	21.7	0.9	22.6
Total	11,270.9	870.1	12,141.0	12,102.7	903.9	13,006.6

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

Fund 149 - Fall, Winter, Spring 2007-08	WWU
Net operating fee collections	\$51,239,284.96
Institutional aid fund transfer	\$2,041,003.73
Actual interest earnings	\$852,133.29
Bond payment transfer to State Treasurer	

4. Actual operating fee waivers for 2007-08, excluding space available waivers.

A) State Supported Operating Fee Waivers for Fall, Winter, Spring 2007-08	\$6,019,281
B) Non-State Supported Operating Fee Waivers for Fall, Winter, Spring 2007-08	\$892,153
C) Total Operating Fee Waivers for Fall, Winter, Spring 2007-08	\$6,911,434

5. Tuition fees charged to full-time students for the 2007-08 academic year.

	Tuition Operating Fee	Tuition Building Fee	Service & Activity Fee	Total
Undergraduate-Resident	3,927.00	161.00	480.00	4,568.00
Undergraduate-Nonresident	14,559.00	603.00	480.00	15,642.00
Graduate-Resident	5,635.00	137.00	480.00	6,252.00
Graduate-Nonresident	15,264.00	472.00	480.00	16,216.00



**ML2-9X Maintenance Level Decision Package
Risk Management and Self-Insurance Premium**

1. Self-Insurance Premium

<i>Previous FY 05-07 Biennial Total</i>	<i>Current FY 07-09 Biennial Total</i>	<i>Upcoming FY 09-11 Projected</i>	<i>Incremental Increase/Decrease FY 09-11</i>
\$298,506	\$431,013	\$420,353	(\$10,660) <i>Decrease</i>

Western experienced biennial reductions in self-insurance premium starting in 2001-03 until an increase was seen in 2007-09 when the reserve estimates of a couple of sizeable general liability tort claims impacted the premium. As mentioned in previous decision packages, the allocation formula used for the self-insurance premium changed starting with the 2005-07 biennium and it now places additional emphasis on claims experience for each agency and eliminates other evaluation criteria such as FTEs. The new formula is designed to increase accountability and equity among state agencies at the sacrifice of premium stability and predictability, so premium swings like those experienced by Western in recent years are expected. However, Western's loss history has been relatively favorable for a number of years.

2. Past Agency Loss Trends

Over the last 5 years, the majority of Western's general liability losses involve bodily injury (mostly trip and falls), while the remaining losses consist of civil rights (mostly defense costs related to employment practice claims), personal injury and personal property damage losses. The highest frequency of claims involves damage to personal property, which are numerous and small by their character. Auto liability claims frequency and severity has been reducing for a few years and is now stabilized, except for a spike in 2004 caused by an accident that involved a state vehicle colliding with multiple stationary vehicles (no bodily injury).

3. Future Agency Loss Trends

Western's future agency loss trend will probably be similar to its past and is likely to reflect liability issues that are common among all higher education institutions. The higher education environment is diverse, creative, exploratory and ambitious by its nature and will always generate a certain number of losses. Western's goal is to minimize those losses through loss prevention measures (including application of Enterprise Risk Management), proactive claims handling/settlement and by seeking restitution from culpable third-parties.

4. Agency Progress Toward Mature Enterprise Risk Management Practices

Although an institution-wide ERM program is the ultimate goal, Enterprise Risk Management (ERM) was implemented in 2006 at the division level by Business and Financial Affairs (BFA) as a pilot program called ***Western's Integrated Stewardship of Resources*** or ***WISR***. It was launched with a mandate from Vice President George Pierce, PhD to make ERM a priority for the division. A WISR framework has been developed and implemented for intra-division use. What is learned and developed by WISR may be used in whole or in part as a model for other divisions or for the institution as a whole. We hope that ERM will be integrated into the daily operations of the University, applied at every level and become the responsibility of every employee. **Attached is the *Enterprise Risk Management Update Form*.**

Track Agency Progress Toward Mature Enterprise Risk Management Practices

Instructions: The ERM measures listed below are milestones of advancement for agencies as they continue to implement ERM. It can take several years for an agency to successfully implement all of these measures and agencies are not expected to have completed all of them at this time. Please indicate which measures have now been completed; if you plan to address a specific measure in the future, indicate the year, if possible. Please feel free to add notes and attach documents.

Measures of a Mature Program	Check if Complete	Planned for 2008	Planned for 2009	Planned for 2010	Notes
Achieved Enterprise Risk Management (ERM) Maturity Model Level 4 or above	X				WWU will continue its efforts to increase its ERM maturity.
ERM responsibility assigned to a specific employee.	X				ERM responsibility assigned to a steering committee of 3 key ERM committee members. It includes WWU's risk manager.
ERM is on executive leadership team agenda at least quarterly	X				ERM committee meets monthly. ERM steering committee meets twice a month.
Agency Enterprise Risk Management policy in place or in progress			X	X	Work towards development of University policy in progress.
Agency loss incidents (i.e. death, serious bodily injury, property loss exceeding \$100,000) reported centrally and reviewed periodically	X				All significant losses are reported to WWU risk management and reviewed by senior administration.
Risks that can prevent achieving program goals are discussed and ranked by severity and frequency (i.e. Risk Mapping)	X				Risk Assessment and Mapping is part of WWU's ERM practices. This is an ongoing process.
Mitigation plans are developed when needed for "red zone" risks		X	X	X	ERM Evaluation Sheets, which include descriptions of current and new mitigation strategies and action plans, are created for each priority enterprise risk driver. This is an ongoing process.
Where risks are under control, "best practices" that provide control are gathered and shared throughout agency and with OFM			X	X	This is our goal.
Risk analysis is integrated into agency strategic and budget planning.			X	X	This is our goal.

Agency-Specific ERM Action Plan for FY2009

Instructions: The list below is compiled from selected agency ERM Action Plans. Agencies are not expected to be working on all of these potential risk areas at the same time; please check the 'Not Area of Focus' column if this is not a 2009 Action Plan item for your agency. If you check "Planned for 2009", please briefly describe what you will be doing and the expected outcome. Feel free to add any other Action Plan items important to your agency.

FY2009 ERM Action Plan	Not Area of Focus for 2009	Planned for 2009	What You Plan to Do	Expected Outcome/Notes
Driver Safety		Continue	WWU implemented the state's basic driver safety program per SAAM regulations. We provide driver awareness training and increased safety measures for 12-passenger van use and have discontinued the use of 15-passenger vans.	In 2009, WWU plans to incorporate driver safety compliance information with the EHS Annual Safety Audit to monitor the number of WWU departmental and driver compliance with the basic driver safety program and large van awareness training.
Worker Safety		Continue	Continue to implement WWU's Health, Safety and Environmental Protection Policy, which includes the various health, safety and emergency response sections of the WWU Safety Information Book. The University's program for safety and health-related mandatory training will continue. WWU's Central Health and Safety Committee will continue to meet to address campus-wide health and safety issues. Worker incidents and accidents will continue to be monitored.	Continue to mitigate worker injury and occupational illness to the extent possible.

Employment Liability		Continue	Continue to provide mandatory sexual harassment prevention training to employees. Offer training for other legally protected categories. Continue to provide New Employee Orientation and New Faculty Orientation, which includes a review of University Policies and Procedures related to employment practices.	Continue employee awareness and prevention training.
Continuity of Operations		Continue	As part of the WWU Emergency Management Committee, we created a Business Continuity/Resumption Group in 2008. It brings together individuals who have responsibility for continuity of operations within business/financial services and information technology.	Continue planning and preparation.
Tort Claims and Lawsuits		Continue	Pro-actively handle WWU's tort claims and lawsuits in partnership with OFM and AGO.	Continue to mitigate the financial and reputational impacts to the University to the extent possible.
Data Security		Continue	Continue to implement WWU Best Practices and Policies for computer security and data management. A Data Incident Response Team was formed in 2008.	Continue to protect the security of WWU's data and the privacy of others to the extent possible.
Emergency Management		Continue	Continue implementation of WWU's Emergency Management Plan, which includes recommendations made by WWU's Emergency Management Committee.	Continue building on University's existing efforts towards emergency planning, preparation, response and recovery.
Contract Policy and Procedure		Continue	Continue compliance with University policy and procedures regarding contract administration. Includes contract review by risk manager, assistant attorney general, contract administrator and others as necessary. Certificates of insurance required from contractors and consultants.	Continue application of existing process.

<p>Public Records</p>		<p>Continue</p>	<p>WWU hired a Public Records Officer in 2008. Position is overseen by University's assistant attorney general. All public record requests are directed to this office. The University has an Archives and Records Center which oversees records retention, retrieval, transmittal and shredding.</p>	<p>Continue application of existing process.</p>
<p>Records Requests (electronic, discovery and other)</p>		<p>Continue</p>	<p>WWU Public Records Group was initiated in 2008 with development of manual called Protocol for Preservation and Production of Electronic Records at WWU. Includes procedures for hold notices and requests for production for both electronic and paper records.</p>	<p>Continue application of existing process.</p>

**Attachment A
Locally-Authorized Salary Increases**

**Estimated 2008 Cumulative Value
Of Locally-Authorized Salary Increases
Initially Reported As GF-S or Operating Fee Expenditures on CIM
(Dollars in Thousands)**

Institution:

	Non-Represented Employees	Represented (Collectively-Bargained) Employees (Specify Bargaining Unit)
1997-99	\$ 1,380	
1999-01	\$ 1,366	
2001-03	\$ 1,085	
2003-05	\$ 1,031	
FY 06	\$ 663	
FY 07	\$ 1,762	
FY 08	\$ 0	
TOTAL	\$ 7,287	

** 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 2008 CIM submission. See the Special Budget Instructions narrative for the amounts estimated on your institution's 2007 "Attachment A" report.*

Attachment B-1
Tuition Waivers

Institution: WESTERN WASHINGTON UNIVERSITY

Dollars in Thousands (\$'000)

RCW	Waiver Type	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		FY 2011	
		Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	estimate	Headcount	estimate	Headcount	estimate
STATE SUPPORT WAIVERS													
28B.15.014	Graduate Teaching Assistants	74	\$ 670	63	\$ 570	77	\$ 784	80	\$ 721	83	\$ 757	86	\$ 795
28B.15.014	Non-Resident Exempt	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
28B.15.014	Active Duty Military	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
28B.15.380	Children of Police/Firemen	2	\$ 7	2	\$ 7	3	\$ 11	3	\$ 11	4	\$ 12	4	\$ 13
28B.15.556	Foreign Exchange Students	24	\$ 178	27	\$ 183	19	\$ 141	22	\$ 201	24	\$ 211	26	\$ 222
28B.15.615	Graduate Service Appointments	194	\$ 449	217	\$ 626	194	\$ 612	200	\$ 601	210	\$ 631	220	\$ 663
28B.15.621	Veterans	23	\$ 22	28	\$ 23	50	\$ 64	52	\$ 60	54	\$ 75	56	\$ 79
28B.15.740	State Waiver Programs	2,094	\$ 2,325	2,169	\$ 2,176	2,573	\$ 3,127	2,800	\$ 3,468	3,100	\$ 3,641	3,400	\$ 3,823
28B.15.740	1% Gender Equity	204	\$ 549	217	\$ 645	225	\$ 719	230	\$ 797	235	\$ 837	240	\$ 879
	Subtotal State-Support	2,615	\$ 4,200	2,723	\$ 4,231	3,141	\$ 5,458	3,387	\$ 5,859	3,710	\$ 6,164	4,032	\$ 6,474
NON-STATE SUPPORT WAIVERS													
28B.15.915	Other Waiver Programs	122	\$ 814	122	\$ 857	123	\$ 892	125	\$ 941	125	\$ 988	125	\$ 1,037
	Subtotal Non-State-Support	122	\$ 814	122	\$ 857	123	\$ 892	125	\$ 941	125	\$ 988	125	\$ 1,037
	TOTAL ALL WAIVERS	2,737	\$ 5,014	2,845	\$ 5,088	3,264	\$ 6,350	3,512	\$ 6,800	3,835	\$ 7,152	4,157	\$ 7,511

Attachment B-2
Tuition Waivers by Purpose

Institution: Western Washington University Dollars in Thousands (\$000)

Purpose for Granting The Waiver	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		FY 2011	
	Headcount	Headcount \$ (actuals)	Headcount	Headcount \$ (actuals)	Headcount	Headcount \$ (actuals)	Headcount	Headcount Estimate	Headcount	Headcount Estimate	Headcount	Headcount Estimate
STATE SUPPORT WAIVERS												
Need	1,086	\$ 1,209	1,261	\$ 1,189	1,332	\$ 1,299	1,450	\$ 1,488	1,605	\$ 1,562	1,760	\$ 1,640
Merit	1,003	\$ 1,083	902	\$ 951	1,241	\$ 1,827	1,350	\$ 1,980	1,495	\$ 2,079	1,640	\$ 2,183
Reciprocity Agreement	24	\$ 178	27	\$ 183	19	\$ 141	22	\$ 201	24	\$ 211	26	\$ 222
Graduate Student	268	\$ 1,119	280	\$ 1,196	278	\$ 1,396	280	\$ 1,322	293	\$ 1,388	306	\$ 1,458
Other	229	\$ 578	247	\$ 675	266	\$ 794	280	\$ 829	288	\$ 883	295	\$ 928
Subtotal State-Support	2,610	\$ 4,167	2,717	\$ 4,194	3,136	\$ 5,458	3,382	\$ 5,819	3,705	\$ 6,123	4,027	\$ 6,431
NON-STATE SUPPORT WAIVERS												
Need												
Merit												
Reciprocity Agreement												
Graduate Student												
Other	127	\$ 847	128	\$ 893	128	\$ 892	130	\$ 937	130	\$ 984	130	\$ 1,033
Subtotal Non-State-Support	127	\$ 847	128	\$ 893	128	\$ 892	130	\$ 937	130	\$ 984	130	\$ 1,033
TOTAL ALL WAIVERS	2,737	\$ 5,014	2,845	\$ 5,087	3,264	\$ 6,350	3,512	\$ 6,756	3,835	\$ 7,107	4,157	\$ 7,464

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

Institution: WESTERN WASHINGTON UNIVERSITY

Dollars in Thousands (\$000)

	FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		FY 2011	
	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (actuals)	Headcount	\$ (estimates)	Headcount	\$ (estimates)	Headcount	\$ (estimates)
Federal Financial Aid	7,426	\$59,370	7,190	\$58,497	7,029	\$57,884	7,029	\$57,884	7,029	\$57,884	7,029	\$57,884
Private Grants*	730	\$3,180	770	\$3,158	795	\$3,397	795	\$3,397	795	\$3,397	795	\$3,397
Private Loans*	314	\$2,354	350	\$2,571	354	\$2,910	354	\$2,910	354	\$2,910	354	\$2,910
Three and One Half Percent set aside	1,285	\$1,743	1,619	\$1,850	1,585	\$2,415	1,585	\$2,415	1,585	\$2,415	1,585	\$2,415
RCW 28B.15.067 set aside (Graduate Students) **												
RCW 28B.15.067 set aside (UW Law Students) ***												

* Private Grants: Grants or loans funded with contributions, endowment funds, foundation resources, or other private sources under the institution's control.

** RCW 28B.15.067 requires that for academic years 2003-04 through 2008-09, institutions of higher education shall use an amount equivalent to 10 percent of all revenues received as a result of graduate academic school tuition increases to assist needy low and middle-income resident graduate academic students.

*** RCW 28B.15.067 requires that for academic years 2003-04 through 2008-09, the University of Washington shall use an amount equivalent to 10 percent of all revenues received as a result of law school tuition increases to assist needy low and middle-income resident law students.

**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 Any Debt	Mean Loan Debt at Graduation	Median Loan Debt at Graduation	Total Loan Debt
2007-08 (Estimated)	3,002	1,648	55%	\$15,674	\$15,405	\$25,831,020
2006-07	3,002	1,648	55%	\$15,674	\$15,405	\$25,831,020

Attachment C-1
2009-11 New State-Supported Enrollment Request
Four-Year Institutions - Main Campus

Institution: Western Washington University

Main Campus

	2009-10						2010-11					
	Student FTEs	Staff FTEs	One-Time Startup \$	Ongoing Enrollment Costs		Total \$ per FTE*	Student FTEs	Staff FTEs	One-Time Startup \$	Ongoing Enrollment Costs		Total \$ per FTE**
				Total \$	State \$					Total \$	State \$	
Lower & Upper Division by Discipline*												
General Enrollments -- Undergraduates	140	15.00	90,000	1,362,447	978,232	\$ 9,732	280	31.00	96,000	2,849,952	1,997,521	10,178
Graduate by Discipline*												
General Enrollments -- Graduates	35	6.25	37,500	637,612	581,983	\$ 18,217	70	12.50	37,500	1,337,148	1,188,389	19,102
High Demand Enrollments by Discipline												
Financial Economics	14	2.25	198,500	6,023	-	\$ 430	19	4.00	20,000	588,814	541,069	30,990
ESL-Bilingual Education	25	2.00	7,500	245,335	163,698	\$ 9,813	35	4.00	15,500	433,923	324,629	12,398
GIS/Spatial Science	10	4.00	85,000	210,560	259,905	\$ 21,056	15	4.00		221,510	168,027	14,767
Total	224	29.50	418,500	2,461,977	1,983,818		419	55.50	169,000	5,431,347	4,219,635	

* Identify disciplines targeted for expansion as specifically as possible, particularly for proposed enrollments at upper division or higher. (Please contact Western's budget officer for details on general enrollments by discipline).

** Fully explain the basis for proposed cost per FTE enrollment, by discipline, in the "Expenditure and Revenue Calculations and Assumptions" section of decision packages.

**Attachment E
Maintenance & Operations Costs
For New Facilities Projected to Come On-Line in 2009-11**

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.

Total gross square feet of campus facilities supported by State Funds: 2,067,597
Total net assignable square feet supported by State Funds: 1,785,317

Building Name	Capital Budget Project Code	Total New Gross Sq Feet	Total Renovated Gross Square Feet	Percentage of Facility to be Used for			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support	
				Instruction	Research	Specify Other		FY 10	FY 11	FY 10	FY 11	FY 10	FY 11
On Going Costs													
Miller Hall Renovator	2004-1-953		133,117	100%			Oct-10	0%	75%	\$ 2.09	\$ 2.42	-	241,300
Parks Hall Ground Floor Renovation	2008-2-099		9,500	100%			Sep-09	83%	100%	\$ 2.09	\$ 2.42	16,500	23,000
Chemistry Building Addition	2008-2-099	4,652		100%			Aug-09	92%	100%	\$ 10.00	\$ 10.33	42,700	48,100
Chemistry Building Addition	2008-2-099		5,239	100%			Aug-09	92%	100%	\$ 2.09	\$ 2.42	10,000	12,700
Biology Greenhouse	2008-2-093	1,392		100%			Aug-09	92%	100%	\$ 10.00	\$ 10.33	12,800	14,400
Wilson Library Special Collections	2008-2-099	1,890		100%			Sep-09	83%	100%	\$ 2.09	\$ 2.42	15,700	19,500
Wilson Library Special Collections	2008-2-099		10,586	100%			Sep-09	83%	100%	\$ 10.00	\$ 10.33	4,800	25,600
SPMC Dorm Renovation	2008-1-091	482		100%			Jan-09	100%	100%	\$ 10.00	\$ 10.33	4,800	5,000
FM Inventory Control Warehouse	2008-2-093	5,000		100%			Sep-09	83%	100%	\$ 10.00	\$ 10.33	41,500	51,700
Buchanan Tower Addition - Grds & Utilities				100%			Sep-10	0%	83%	NA	NA	-	29,300
Land Acquisition - Grds	300000010			100%			Jul-09	100%	100%	NA	NA	3,100	3,100
09-11 Minor Works Program	300000007	3,400		100%			Jul-10	0%	100%	\$ 10.00	\$ 10.33	-	35,100
09-11 Minor Works Program Equivalent	300000007		26,536	100%			Jul-10	0%	100%	\$ 2.09	\$ 2.42	-	64,100
09-11 Minor Works Preservation Health & Safety Equivalent	300000004		27,530	100%			Jul-10	0%	100%	\$ 2.09	\$ 2.42	-	66,500
09-11 Minor Works Preservation Facilities Equivalent	300000005		6,000	100%			Jul-10	0%	100%	\$ 2.09	\$ 2.42	-	14,500
09-11 Minor Works Preservation Infrastructure Equivalent	300000006		-	100%			Jul-10	0%	100%	\$ 2.09	\$ 2.42	-	-
Totals												165,500	653,900
													819,400

Building Name	Capital Budget Project Code	Total New Gross Sq Feet	Total Renovated Gross Square Feet	Percentage of Facility to be Used for			Projected Occupancy Date	Projected Percentage of Year Occupied		Proposed State-Supported Cost Per Square Foot		Requested State Support	
				Instruction	Research	Specify Other		FY 10	FY 11	FY 10	FY 11	FY 10	FY 11
One Time Startup Costs													
Miller Hall Renovation Phase 1	2004-1-953	6000	133,117	100%			Oct-10	0%	75%	NA	NA	-	186,000
Parks Hall Ground Floor Renovation	2008-2-099		9,500	100%			Sep-09	83%	100%	NA	NA	12,000	12,000
Chemistry Building Addition	2008-2-099	4,652		100%			Aug-09	92%	100%	NA	NA	11,600	11,600
Biology Greenhouse	2008-2-093	1,392		100%			Aug-09	92%	100%	NA	NA	1,900	1,900
Wilson Library Special Collections	2008-2-099	1,890	10,586	100%			Sep-09	83%	100%	NA	NA	10,400	10,400
SPMC Dorm Renovation	2008-1-091	482		100%			Jan-09	100%	100%	NA	NA	1,000	1,000
FM Inventory Control Warehouse	2008-2-093	5,000		100%			Sep-09	83%	100%	NA	NA	11,400	11,400
Buchanan Tower Addition - Grds & Utilities				100%			Sep-10	0%	83%	NA	NA	-	5,000
Land Acquisition - Grds	300000010			100%			Jul-09	100%	100%	NA	NA	-	-
09-11 Minor Works Program	300000007	3,400		100%			Jul-10	0%	100%	NA	NA	-	36,000
09-11 Minor Works Preservation Health & Safety Equivalent Renovated_GSF	300000004		27,530	100%			Jul-10	0%	100%	NA	NA	-	7,500
09-11 Minor Works Preservation Facilities Equivalent Renovated_GSF	300000005		6,000	100%			Jul-10	0%	100%	NA	NA	-	2,500
09-11 Minor Works Preservation Infrastructure Equivalent Renovated_GSF	300000006		-	100%			Jul-10	0%	100%	NA	NA	-	1,000
Totals												148,300	238,000
													386,300

These on time startup cost match the Operating Impacts submitted with WWU's 2009-2019 Capital Plan. They include labor to provide basic facility setup in FAMIS, setup in the Building Automated Control Systems (BACS) head end, fire extinguisher program setup, fire alarm & security system setup in FireWorks, Refrigerant Compliance system setup, verification of electrical equipment labeling, paint color documentation, updating campus electrical one line diagram and campus electrical loads documentation, updating plumbing operating diagrams and critical equipment locations, maintenance staff setup, M & O manual setup and filing, custodial task system setup, custodial setup in one line floor plan system updates, update FM managed space, update FM computer inventory system, FacMan setup of renewal needs for facility, update Vault Database, Utility billing system setup with meter locations, update signage system, and integrate new vault documents into vault storage.

Attachment E
**Maintenance & Operations Costs
 For New Facilities Projected to Come On-Line in 2009-11**

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.

* Please identify and explain the basis for the proposed rate per square foot, by component function, in the table below. Also, if building square footage exceeds the amount proposed in the approved project C-2 by more than 10%, please explain why in the "Expenditure and Revenue Calculations" section of the decision package.

New Gross square feet Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 10	FY 11	
091 - Utilities	\$ 3.39	\$3.60	This is based on actual utility cost records plus inflation. The inflation is based on over 6 years of actual costs averaging 6% increase per year. These predicted costs are just over 32% of the \$9.39/gsf total last received in FY08.
092 - Bldg & Utilities Maintenance	\$ 2.91	\$ 2.97	Based on a 5 year average of actual costs, Facilities and Utilities Maintenance is just under 30% of the \$9.39/gsf total last received in FY08. FY10 & FY11 includes inflation per year for labor at 1.5% and materials at 3.5% from FY08 actuals.
093 - Custodial & Grounds Svcs.	\$ 2.33	\$ 2.37	Based on a 5 year average of actual costs, Custodial is 18% and Grounds is 6% of the \$9.39/gsf total last received in FY08. FY10 & FY11 includes inflation per year for labor at 1.5% and materials at 3.5% from FY08 actuals.
094 - Ops & Maintenance Support	\$ 1.37	\$ 1.40	Based on a 5 year average of actual costs, Support costs are 14% of the \$9.39/gsf total last received in FY08. FY10 & FY11 includes inflation per year for labor at 1.5% and materials at 3.5% from FY08 actuals.
TOTAL	\$ 10.00	\$ 10.33	This is based on the funding received in FY08 for our last new facilities, Academic Instructional Facility, \$ 9.39 per gsf. This was inflated at the following rates per year: labor 1.5%, Non-labor 3.5%, Utilities 6%.

Renovated Gross square feet Component	Proposed Rate per GSF		Estimation Basis for Proposed Rate
	FY 10	FY 11	
091 - Utilities	\$ 0.54	\$ 0.75	This is the difference between the latest new facility Utility funding received and our actual costs per gsf for all state funded space plus inflation of utilities 6% per year.
092 - Bldg & Utilities Maintenance	\$ 0.79	\$ 0.85	This is the difference between the latest new facility maintenance funding received and our actual costs per gsf for all state funded space plus inflation of labor 1.5% and non-labor 3.5% per year.
093 - Custodial & Grounds Svcs.	\$ 0.46	\$ 0.50	This is the difference between the latest new facility Custodial and Grounds funding received and our actual costs per gsf for all state funded space plus inflation of labor 1.5% and non-labor 3.5% per year.
094 - Ops & Maintenance Support	\$ 0.29	\$ 0.32	This is the difference between the latest new facility Support funding received and our actual costs per gsf for all state funded space plus inflation of labor 1.5% and non-labor 3.5% per year.
TOTAL	\$ 2.09	\$ 2.42	This is the difference between the latest new facility funding received and our actual costs per gsf for all state funded space. FY08 \$9.39/gsf - \$7.91/gsf = \$1.48/gsf + inflation of labor 1.5%, Non-labor 3.5%, Utilities 6%.