

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
MINUTES
October 14, 2011**

1. CALL TO ORDER, APPROVAL OF MINUTES

Chair Dennis Madsen reconvened the regular meeting of the Board of Trustees of Western Washington University to order at 8:04 a.m., October 14, 2011, at Safeco Field, Seattle, WA. Madsen thanked Howard Lincoln and the Mariners for allowing the Board to meet at Safeco Field.

Board of Trustees

Karen Lee
Dennis Madsen, Chair
Phil Sharpe
Dick Thompson
Jacob Whitish
Peggy Zoro

Western Washington University

Bruce Shepard, President
Wendy Bohlke, Assistant Attorney General
David Bover, Vice President & Parliamentarian, Faculty Senate
Sherry Burkey, Associate Vice President, University Relations
Stephanie Bowers, Vice President for University Advancement
Paul Cocke, Director, University Communications
Paul Dunn, Sr. Executive Assistant to the President
Eileen Coughlin, Vice President for Student Affairs and Academic Support Services
Anna Ellermeier, President, Associated Students
Bill Lyne, Special Assistant to the President and Provost
Catherine Riordan, Provost and Vice President for Academic Affairs
Liz Sipes, Secretary to the Board of Trustees
Steve Swan, Vice President for University Relations
Richard Van Den Hul, Vice President for Business and Financial Affairs

Chair Madsen announced a change to today's agenda. The Board will meet in Executive Session as the first agenda item.

2. EXECUTIVE SESSION

At 8:05 a.m. Chair Madsen announced that the Board will meet in Executive Session for five minutes to discuss a personnel issue as authorized in RCW 42.30.110. No Action will be taken. At 8:10 the Board reconvened in Open Session.

3. CAMPAGIN UPDATE

Stephanie Bowers, Vice President for University Advancement, presented a PowerPoint on The Campaign for Western. **Western Stands for Washington** is the theme of the campaign. It ties into Western's Strategic Plan *'to build upon Western's strengths to address critical needs in the State of Washington.'* The theme is based on the following four reasons: 1) Western Unlocks Potential, 2) Western Develops Adventurous Learners, 3) Western Alumni Power Washington's Economy, and 4) Western Creates Inspired Communities. The Trustees liked the theme for the campaign and look forward to the Campaign Update at the December meeting.

4. FALL ENROLLMENT AND DISCUSSION OF CONSULTING FIRM DRAFT REPORT

Eileen Coughlin, Vice President for Enrollment and Student Services, presented data on Western's Fall Enrollment. Coughlin explained the trends in Fall enrollment and how the numbers have changed. She noted that the out-of-state student enrollment has increased and our six year trend for students of color is outstanding, however future discussion is needed on the following questions: Where do we want to be in the balance of in-state and out-of-state students? What is our long term plan for the overall size and complexity of the institution in the next ten years? What is the balance of the factors of Western's reputation (quality faculty & instruction, the total Western experience, selectivity and qualities students, etc.), considering the changing public opinion of higher education, that will position us best in the marketplace?

5. WESTERN BY THE NUMBERS

Catherine Riordan, Provost, highlighted Western's ranking in the U.S. News College Rankings and State Performance Metrics. The rankings look at a number of different variables. Western ranks 3rd among the top Public Regional Universities in the West and continues to have a reputation as an excellent institution. Riordan said some areas at Western have been impacted by the budget cut, e.g., lecture classes with less than 10 students are being eliminated. Riordan presented comparison data between Western and the other state four-year institutions in areas such as student retention, graduate rates, degrees awarded, etc.

In reference to the questions raised by Coughlin, Riordan said one of the factors we may want to look at as we move forward, is not only the balance between in-state and out-of-state students, but also international students. With the cut of state support, out-of-state students provide funding to the institution. It was noted that a more geographically diverse student body provides an enriched educational experience.

In response as to how we are addressing the four year graduation rate issue, Riordan said that the faculty are assessing the issue and a number of strategies are being implemented, e.g. enforcing pre-requisites, consolidating curriculum. Riordan noted that the Vice Provost for Undergraduate Education is also working with students' parents on what needs to be the student's focus in order to graduate in four years. Eileen Coughlin, Vice President for Enrollment and Student Services, noted that Academic Advising is also doing more active outreach to students in this area, and students are coming to them for advice on mapping out their curriculum so they can graduate in a timely manner.

6. WESTERN IN SEATTLE: PAST, PRESENT, FUTURE

Stephanie Bowers, Vice President for University Advancement, opened the discussion on plans for Western's presence in Seattle. She noted 32% of Western's living alumni reside in the greater Seattle area and many are employed by Boeing, Microsoft, and also Moss Adams, all industry giants in Washington State. Bowers noted the Seattle Business Forum has been held for the past 14 years and over the years has changed from a public relations event to a scholarship fund raising event. Alumni Association, Events, Foundation Events, and other networking events have been held for Western supporters in Seattle. Bowers noted that Western's office on #2 Union Square in Seattle has been open for a month. Goals are to continue to involve our Alumni, parents, friends and corporations through increased special programming; to recruit top leadership for the comprehensive campaign; to engage the next generation of supporters; and to open a "store front" to sell Western paraphernalia.

Eileen Coughlin, Vice President for Enrollment and Student Services, reported that they are planning to have Western's Career Services presence in Seattle in order to increase paid internships in the Seattle area. An online program, called "Viking Career Link," is now available for businesses to post jobs and internships for Western's students.

Earl Gibbons, Vice Provost for Extended Education, shared the new brochure for Extended Education, which outlines Western's reach across the Puget Sound region. Gibbons said that Extended Ed has plans to expand and build upon what we are already doing. He noted that a Summer Session remote site will be launched in King County and a second site is planned for the future.

Steve Swan, Vice President of University Relations, said that WWU's presence in Seattle offers some unique opportunities for marketing. The Western Marketing Committee is looking at what components should be addressed in an upgraded marketing effort in the Seattle area, e.g. Admissions, Comprehensive Campaign, Extended Education, and also marketing opportunities in the Seattle area.

At 9:37 a.m. Chair Madsen announced a 20 minute break. The Board reconvened at 10:00 a.m.

SPECIAL REPORT

7. LINKAGE BETWEEN HIGHER EDUCATION AND THE FUTURE OF THE STATE

A Conversation with Legislators and Business Leaders in Washington State

Panelists: Speaker Frank Chopp, Speaker State House of Representatives
Sen. Ed Murray, Chair, Senate Ways & Means Committee
Rep. Larry Seaquist, Chair, House Higher Education Committee
Rep. Reuven Carlyle, Vice Chair, House Higher Education Committee
Lewis McMurrin, Vice President, Government and External Affairs,
Washington Technology Industry Assoc.
Howard Lincoln, former WWU Trustee
John Warner, former WWU Trustee
Facilitator: Phil Sharpe, WWU Trustee

Chair Madsen announced that today's discussion is being filmed by TV11.

The discussion was opened by the Trustees introducing themselves to the panelists. Phil Sharpe began by asking the following question:

- **What do you see as the linkages between higher education and Washington's future?**

RESPONSES:

- Jobs and opportunity - connecting young people to the training and experience in the jobs that will make a difference to the economy, particularly in STEM (Science, Technology, Engineering, and Math) fields.
- Washington is an under-educated State, with only 40.9% of the population having any education beyond high-school. Washington must rapidly and radically increase this state's participation in higher education to fill the available higher level positions.
- Washington needs to address the state system issues as the state is failing in terms of broad-based access and affordability for all students. We need to talk about why students are not going beyond high school (pipeline issues), the state's obligation regarding affordability and the total cost of higher education, and the use of alternative methods and models.
- Washington ranks in the bottom third in the U.S. for the number of students earning a college degree. For the jobs the STEM fields, we rank #2 in the U.S., but only #46 in the U.S. for Washington state students filling these jobs. People from out-of-state are filling the jobs in these high tech fields. We need to correct the system so Washington state citizens are filling these positions.
- Today's thriving companies are those that are innovative, global, and adopting technology, e.g. Microsoft, Amazon, REI, Google, Starbucks. Higher education benefits both individuals and society and we need to increase the number of Washington state students in the higher education system.
- Too many students are graduating with four year degrees, high debt, but no job opportunities. We have to do a better job teaching our students to become entrepreneurs.
- We need to move the state forward with targeted investment in ways that prove to be productive. Higher Education will need to rise to the challenge. The focus needs to be on students and the jobs they are going to be trained for, not on the institution.
- Students who receive a balanced education in both the STEM fields and liberal arts do better in the work place.

- The bar is continually being raised about how educated you need to be. Looking ahead, about 80% of the jobs in society will require at least at 4 year degree. We need to be thinking about the future.
 - Today's manufacturing jobs are also STEM jobs. A baccalaureate education is critical but it also has to be relevant. Many jobs in the future will require a four year degree but in a technical field.
 - Education leads to economic growth. Washington State rates low, in that our own citizens are not getting through our own academic system. For the last 30 years, the trend has been the reduction of state support for higher education. How do we address this longer trend? How do we change the trend, keeping the current economic crises in perspective.
- **What is the state's responsibility for providing and funding public higher education for its citizens? How are we going to address in the short term?**

RESPONSES:

- In terms of the future, we need ideas on how to solve this. What can you offer to help solve this together?
- A strategic error would be to just hold on until the economy recovers. The economy is operating in "just above stalled speed" and at the same time, we have a huge amount of evolving technology requirements. Money will be coming out of education and three steps need to be taken:
 - Strategically downsize; reduce the number of students.
 - Need to see strategic innovation. Deliver radically more students at lower cost, in innovative ways.
 - Need to strategically reinvest to persuade the public that it is worth their tax dollars to spend money on education.
- We need innovative, strategic ideas and look at efficiencies from a student-centered perspective, such as issues as eliminating expensive textbooks. We need to look at structural changes to the out-of-pocket expenses for students.
- We need to differentiate among our state universities so that one is the "Georgia Tech of Washington." If we continue to not produce the degrees and the folks that matter for the global economy, then we will fall further behind and our long term future is compromised.
- We need to increase the graduation rates of our underserved citizens. It's time to be thinking long term.
- How do we generate more high quality graduates? Is it possible by diluting the teaching focus, slowing the time to degree; are institutions capable of redesigning the production line, so that with fewer state resources you could increase your quality output?

- Is there a different way to doing State Need Grant allocations? The state loses money in State Need Grants on students who are not ready for college or who can't get into the courses they need and drop out.
- **As public officials running for office, do you have a sense of the public perception of connection between higher education and the economy?**

RESPONSES:

- Some in the legislature and the public view higher education as elitist; it is a problem that is reflected in the priorities of people. There is a perception that higher education is not critical for future employment.
- We survive as a state that is based upon innovation because of the importation of highly educated people from around the country and the world. How can we give the business community in our state a frontline sense of ownership of higher education? How can we find ways for the business community to value the access of our own students and invest in creating engineers and others from in state?
- The institutions number one role in the next few months is to address your voting legislators and the public with everything they've done. Public affairs, individual speakers, students, need to help persuade this state that their future lies in education. The only way out of this economic mess is to educate our way out.
- We need to persuade the public that this is something that affects us all. The job comes equally on the educational community and on the elected representatives – if you want your kids off the welfare rolls and out of prison – get them an education. The business community can play a role, but have not yet figured out how.
- The business community has to decide whether they are going to step up and engage in discussion around educating our own citizens.
- We need to see higher education continue to reshape itself so that it continues to increase its ability to deliver highly educated people and it brings along all the people of our society who need to participate.
- **The leaders at Western, elected officials and the citizens of this state have created a university that is named in national rankings as a fine, high quality undergraduate university. In this difficult budget time, Western is asked to maintain quality, increase baccalaureate education. What advice do you have to Western in terms of fulfilling its mission, etc.?**

RESPONSES

- The value of Western is not as well recognized in the Puget Sound area as it should be. Western needs to continue to focus on getting its message out, what it is doing and its value to the community.
- Western needs to make a decision to be “a thought leader” in some of these very important student-centric ideas, e.g., reducing the student’s out-of-pocket expenses; be a pipeline from high school. Western should seize the opportunity and embrace some of the initiatives within the larger structural challenges that higher education faces. Western has all the ingredients to be the change agent.
- Engage alumni statewide who can help you engage with legislature, the public, and the business community.
- Engage with industry and businesses.
- Have a deeper interaction with feeder high schools and help us bring more students across the gap.
- Western may need to adjust its student ratios between in-state, out-of-state, and international students, to be different from some of the other institutions. In the next session, the legislators may support more flexibility for the institutions and look at what typical proportions might be for the different schools.
- Engage at a grass-roots level with alumni.
- Focus on jobs for the economy and opportunity for the students.
- Continue to focus on the areas where Western is extremely successful. Retain its liberal arts history and provide a balanced education.
- Keep providing a good quality education and continue to focus on the things you do well. Turn alumni into evangelists for your institution. Keep working with higher education colleagues – strength in numbers – and continue to reach out to industries and associations.
- Parents of students are a good resource that can tell Western’s story.
- Don’t lose the incredible value of students learning and become just a job factory.

Chair Madsen thanked the legislators for taking the time to talk, for reinforcing some themes and for providing ideas Western may want to consider. Madsen said that Western can make a difference in delivering a high quality education to the greatest number of students possible.

Chair Madsen adjourned the meeting at 12:00 p.m.