

**Western Washington University  
Board of Trustees  
Agenda  
April 12, 13, 2012**

**THURSDAY, April 12, 2012**

**Location: Old Main 340  
Time: 3:00 p.m.**

- 1. CALL TO ORDER**  
3:00 – 3:05
  
- 2. SPECIAL REPORT**
  - A. APPLYING WESTERN'S STRENGTHS TO CRITICAL STATE NEEDS**
    - Six Potential Decision Packages3:05 – 3:35 Presentation: Bruce Shepard, President  
3:35 – 3:55 Discussion
  
  - B. EXECUTIVE PANEL - WWU AND COMMUNITY PARTNERSHIPS**  
4:00 – 4:45
    - City Mayor, Kelli Linville
    - Whatcom County Executive, Jack Louws
  
- 3. EXECUTIVE SESSION MAY BE HELD FOR PURPOSES AUTHORIZED IN RCW 42.30.110**  
4:45 – 5:15

# **1. CALL TO ORDER**

## **WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

**TO:** Members of the Board of Trustees

**FROM:** President Bruce Shepard by Acting Vice Provost for Research/Dean of the Graduate School, Kathleen Kitto on behalf of Provost Catherine Riordan

**DATE:** April 12, 2012

**SUBJECT:** **Applying Western's Strengths to Critical State Needs**

**PURPOSE:** Special Report

---

Members of Academic Affairs Division will present possible 2013-15 budget decision packages so that the Board may offer guidance. The 2013-15 Budget Request will be an action item at the Board's August meeting.

- **Active Minds Changing Lives**
  - Brian Burton, Dean, College of Business & Economics
- **Coastal Resources and Ecology of Washington (CREW)**
  - Kathleen Kitto, Acting Vice Provost for Research/Dean of the Graduate School
- **Energy Program**
  - Brian Burton, Dean, College of Business & Economics
- **Clinical Doctorate in Audiology**
  - Brent Carbajal, Dean, College of Humanities & Social Sciences
- **Bachelor of Science Degrees in Engineering**
  - Jeff Wright, Dean, College of Sciences & Technology
- **Math/Science Teacher Preparation**
  - Pinky Nelson, Director, SMATE

## Active Minds Changing Lives Decision Package proposal

Western increasingly is known for an emphasis on educating students who change lives and in doing so change society. Part of the reason is Western's emphasis on a liberal education foundation for all its students; in fact, the ability and desire to enact positive change in society is based on the fundamentals of a liberal education. But in the modern world, the core of liberal education must be re-examined. We believe that, to fulfill Western's tagline, "Active Minds Changing Lives," in the modern world, Western graduates must have the following:

- the knowledge, skills, and abilities generally associated with leadership
- a global perspective
- a strong understanding of ethical decision-making in their chosen fields
- an orientation toward innovation in all areas of society
- an ability to work correctly and critically with the increasing amount of information available, and
- the understanding that a long-term perspective is necessary for proper social change.

We suggest that for "Active Minds Changing Lives" to be true for all Western students, we need more than an ad hoc approach in these areas. We believe a systematic approach includes various curriculum initiatives, co-curricular activities such as internships, class and club speakers, and student affairs activities, campus-wide speaker series, and outreach to the community so it can benefit our students at the same time that we benefit the community in which we live and work. We need collaboration among the many groups and individuals who do good work in these areas currently. And we need more resources than Western currently possesses to plan and execute activities in these areas to meet our goal of giving all Western students the opportunities (and in some cases requirements) they need to be truly well educated and prepared in these areas. In fact, we believe Western's mission of serving the needs of the state by developing the potential of learners and the well-being of communities, and its vision of building a stronger Washington through graduates with critical-thinking and problem-solving skills, cannot be truly fulfilled without this program.

In each of six areas covered by this proposal (leadership, international, sustainability, ethics, innovation, and information literacy) Western has undeniable strengths and interested faculty, staff, and students. The following paragraphs note the needs in each of the six areas.

**Leadership:** Western has a long history of producing graduates who have become successful leaders in their communities and in their professions. As such, Western is taking advantage of the opportunity to capitalize on our foundational work and experience in the student life arena with the LEADS program and the endowment for and creation of the Karen W. Morse Institute for Leadership to collaborate and develop "Western's Leadership Advantage" (WLA). The WLA is designed to enhance and leverage WWU's capacity, current practices and success in producing graduates who will be able to demonstrate responsible leadership in their personal, professional and civic lives. Expanding this university-wide strategic initiative will differentiate WWU from other schools. Western graduates will be knowledgeable in their areas of study and also able to translate their creativity, knowledge and passion into action in a

responsible way. The WLA is already engaging in activities that provide students formal curricular offerings in Leadership Studies, practical leadership experience through LEADs programming, programming that enhances faculty and staff capacity to support student leadership development, and the sponsorship of events that feature leadership issues in a variety of contexts. To scale this initiative and make Leadership education more accessible to students we believe we need the equivalent of two full time faculty positions to enable existing WWU faculty to cover expanded leadership offerings leading to a minor in leadership studies; one full time professional staff, and two student employees to support curricular and broader WLA programming.

**International:** In an increasingly interdependent world, it is imperative that students develop the skills, attitudes, and knowledge necessary to function as global citizens. To attain that goal, we need to build a cross-disciplinary curriculum that focuses on multi-perspective analysis, knowledge of local, intercultural, and global systems and trends, and the willingness to engage in problem-solving at local, intercultural, and global levels. The current proposal would strengthen our ability to build global competencies into the curriculum and to coordinate efforts across the disciplines. A Visiting Professorship in International Studies would invigorate these efforts by providing new content within a variety of disciplines and by supporting the International Studies minor. Two full-time non-tenure track positions would enable us to buy-out relevant tenure-line faculty so that they might add to the international focus by proposing new courses within the International Studies minor or within new all-university offerings. The addition of one full-time professional staff member in the Center for International Studies would enable us to address a long-existing gap: the recruitment and support of high-quality, matriculating international students who can further enhance global learning here at Western. Finally, an investment in StudioAbroad software would enhance the University's ability to manage the difficult and sometimes risky process of having Western faculty and students abroad, as well as to increase the ease of international students matriculating to Western—both of which are key parts of helping all students gain a broader perspective.

**Sustainability:** The concept of sustainability combines the elements of social equity, ecological integrity, and economic vitality to meet our needs in a way that allow future generations to meet their own needs. Western has made sustainability a part of its strategic plan, exemplified by incorporation of triple-bottom line theories into its curriculum, campus programs directed at shrinking the “footprint” of the university, and student population aimed at making their campus a model of sustainability. The combination of these three elements as well as a commitment to the betterment of our local and state community make Western a prime location for studying, piloting, and disseminating sustainable practices through our graduates and their many fields of study. This collaborative effort of *Western Sustainability* will combine high-quality faculty with student desires for a better world and field-testing on campus. This proposal will provide the necessary staff to harness this interaction for campus and community good, including GUR tracks, interdisciplinary class offerings, and focusing student exploration on local and regional sustainability challenges.

**Innovation:** To embrace innovation as a way of thinking, students need to both study and practice. There are several aspects of the entrepreneurial spirit that resonate at Western. Commercial entrepreneurs, innovators in technology, and social change agents all have similar understandings of the

importance and desirability of the new to society. In this area both breadth and depth of curriculum coverage are needed. In particular, Western students are showing an interest in social entrepreneurship through courses in Fairhaven and a new student club. Hence, this proposal would fund sections of one GUR offering in innovation, and an entrepreneurship minor with social, technological, and commercial tracks and a practicum capstone. Two tenure-track positions, one in entrepreneurship and another in social innovation, would be necessary to provide campus champions for a curriculum taught mostly by experienced change agents in all areas of society.

**Ethics:** Ethical issues are perennial in human society, but the modern citizen needs further education in ethical decision-making than previously because of the lessening impact of traditional mediating institutions such as church, family, and community. Knowledge of ethical decision-making helps reduce the chance of rationalization of unethical behavior. But ethical decision-making is best learned in a context, and the ideal context in a university setting is the student's chosen major. Therefore, this proposal calls for a tenure-track faculty member in applied ethics to be a campus resource, and a requirement that all majors include coverage of ethical decision-making in their curricula. Crucial to this requirement is a "teach the teacher" workshop series helping interested faculty incorporate ethical decision-making into their courses.

**Information Literacy:** The sheer amount of information available in the modern world calls for different skills than did the environment even 20 years ago. Instead of merely searching for information, leaders now must be able to sift through information, critically evaluate its reliability, and use it as appropriate. Western Libraries are well positioned to help students and the community in this area in knowledge and experience, but they lack resources to reach all students or to lead or co-lead community workshops. Therefore, this proposal calls for a tenure-track library faculty member to increase the Libraries' capabilities in this key area.

Besides the curriculum demands on resources, we envision a robust co-curricular program to include (where appropriate) internships, guest speakers, professionals in residence, and opportunities for faculty and staff development. To staff such a program, we believe two full-time professional staff positions and three full-time classified staff positions would be necessary. These staff also could help provide a coordinating mechanism for the wide variety of programs in these areas offered at Western. Money for operations also is needed. It is expected that funds will be raised for this initiative through the Foundation's comprehensive campaign.

WESTERN WASHINGTON UNIVERSITY  
 2013-15 Biennial Operating Budget Request (Part A)  
 Initiative Title: Active Minds Changing Lives  
 Planning Unit: Academic Affairs  
 Planning Unit Priority:

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$505,308	\$1,405,817	\$1,916,125
Fund 149, Tuition Operating Fees	\$0	\$0	\$50,000
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$505,308</b>	<b>\$1,405,817</b>	<b>\$1,966,125</b>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$0	\$386,339	\$811,339
Faculty Non Tenure-Track	\$200,000	\$200,000	\$400,000
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$58,600	\$117,200	\$175,800
Classified	\$39,000	\$117,000	\$156,000
<b>Salaries and Wages - Total</b>	<b>\$347,600</b>	<b>\$870,539</b>	<b>\$1,643,139</b>
<b>Employee Benefits</b>	<b>\$105,708</b>	<b>\$278,278</b>	<b>\$383,986</b>
<b>Goods and Services</b>	<b>\$52,000</b>	<b>\$207,000</b>	<b>-\$111,000</b>
<b>Equipment</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$50,000</b>
<b>Total Expenditures</b>	<b>\$505,308</b>	<b>\$1,405,817</b>	<b>\$1,966,125</b>

<b>STAFFING FTE</b>		
Faculty	4.00	9.00
Graduate Teaching /Research Assistants	0.00	0.00
Exempt Professional	1.00	2.00
Classified	1.00	3.00
<b>Total FTE</b>	<b>6.00</b>	<b>14.00</b>

## DRAFT

### Coastal Resources and Ecology of Washington (CREW)

Western Washington University (WWU) proposes to build on a strong human and facilities base to implement a coordinated, collaborative initiative that will address issues related to the coastal marine environments of the Salish Sea region. The intent of the initiative is to apply effectively the University's research and instructional expertise to issues of significance to the region and nation and, in so doing, to provide a credible source of information and new learning opportunities related to coastal marine resources and ecology.

**The Rationale** Recent events in the Gulf of Mexico have dramatically illustrated the need to develop and maintain a solid baseline of knowledge about our coastal resources in order to protect them, document the risks of both catastrophic and chronic damage to them, assess their value, and determine the extent of ecological impact should such damage occur. Such episodic events compound more chronic impacts on habitats and ecosystem functions due to pollution, coastal development practices and the impending threats of such phenomena as climate change with its resultant sea-level rise and ocean acidification and expanding areas of oxygen depletion in the region. The following factors recommend Western's implementation of this initiative.

- Coastal environments and resources are of immense economic, aesthetic, recreational, and cultural value to the citizens of the State of Washington, the region and the nation.

From a purely economic perspective, for example, Washington State fisheries were worth \$72,000,000 in 2006 and the total coastal ecosystem value has been estimated to be between \$7.4 and \$61.7 billion dollars depending upon assumptions.\* These values are almost entirely dependent upon maintaining and sustaining a healthy coastal environment.

- To assure such status, it is essential to build a baseline of knowledge now to prevent damage from chronic and episodic threats and to inform remediation decisions when they are needed.

Elements of the baseline must include a catalog of physical and biological resources, a fundamental understanding of the dynamic relationships and interactions among these resources including the ways in which they regulate system productivity and water quality, an assessment of the potential threats to



them, plans to minimize both the likelihood and potential impacts of those threats. In addition, it is essential to educate the public on coastal issues so that its environmental literacy allows it to make informed decisions on the protection and remediation efforts that may be necessary.

- WWU's CREW initiative will develop and apply its research and instructional capacities to address environmental, ecological, and economic issues related to the aquatic coastal environment and the living resources that inhabit it and, in so doing, to create and disseminate the baseline of knowledge needed to protect the region's economic, aesthetic and cultural interests.

WWU has a long history of supporting research and education efforts in this field and has built the human and physical resources upon which a more extensive and inclusive initiative can be developed. Existing resources include faculty in the College of Science and Technology, Huxley College of the Environment, the Shannon Point Marine Center (SPMC) and the College of Business and Economics; undergraduate specializations in marine science; a marine science graduate program; excellent facilities on the main campus and at SPMC in Anacortes; and a newly-implemented public education initiative at SPMC. *It is thus appropriate and timely for WWU to implement an extensive and inclusive initiative on aquatic coastal resources by building on its existing strengths in ways that can provide a comprehensive and interactive program of research, education, and public information.*

**The Applications.** There are a variety of applications of initiative outcomes:

- the initiative will expand and improve upon the existing baseline of information through collation of present knowledge and research in areas that require new information. WWU will thus serve as a hub for information pertaining to coastal resources and environments of the Salish Sea region, threats to those resources and plans for minimizing and responding to those threats;
- scientifically-based information gathered under this initiative will be used to help prevent episodic and chronic sources of environmental and ecological degradation.
- the initiative will provide a mechanism by which episodic events can be studied and assessed in real time.
- as a result of its permanent nature, the initiative can provide long-term assessments of changes in coastal aquatic habitats due to chronic effects.

- via its scientifically-based research outcomes and its educational components, the initiative will both develop the next generation of professionals and increase public awareness and understanding of coastal resource issues
- the initiative can identify areas that require new research and the public and private sources of funding that can support such research.

Users of the products of the initiative will include local, state, tribal and federal resource agencies; political entities charged with making decisions on activities that can impact the coastal environment; the scientific community; students who will be trained in the tools used to develop and disseminate knowledge; and the general public, without whose informed support action to sustain and mitigate will be impossible.

It is inherent in the collaborative approach required to make the initiative a success that it articulate with existing federal, State and tribal efforts and future initiatives whose interests and efforts overlap with those of the CREW initiative. Indeed, such articulation is likely to help define those areas in which WWU can be most effective.

**The Approach** When fully implemented, the approach will involve specific Activity Components of study that are directed by experts in the field (e.g., columns in a matrix) and Cross-cutting Applications that apply to all Activity Components (e.g., rows in a matrix).

Examples of *Activity Components* might include the following:

- A. Development of catalogs of living resources in the target environment, including tools for their identification and databases for their distribution and abundance, thus building on interest and expertise in biodiversity informatics at WWU. This will involve the creation of a new Biodiversity Institute that could focus initially on the coastal environment, but will eventually expand to other regional habitats. (This approach is consistent with the recommendations of the Washington Biodiversity Council, established by Executive Orders 04-02 and 08-02)
- B. A research initiative that addresses fundamental relationships and interactions among the biological, chemical and geological processes that influence water quality and system productivity, from the base of the food web to fisheries. While activity in this area is presently underway at WWU, there will need to be an expansion that broadens its scope, applies new tools of investigation and attracts visiting scholars who can lend their expertise;

- C. A risk assessment component, informed by Activities A and B, that will identify potential sources of impact on coastal aquatic resources from chronic and episodic events and determines their likely economic and social impacts in ways that can be both preventative and restorative. This component will involve collation of present knowledge and research to provide new information and new tools for assessment
- D. An economic component that quantifies the value of resources and the potential impact of their degradation. Included in this component will be a collaborative approach between policy, economic and natural science experts to assess the consequences not only of environmental degradation but also of mitigation.

*Cross-cutting Applications* will apply to all Activity Components and will include such approaches as Research; Undergraduate training; Graduate training and support; Consultation with stake-holders; and Public education (K-12 and general public education)

**The Organization** Implementation of the proposed initiative will require a minimum of overhead, with most new resources going to increased faculty and staff positions and support of the activities. A Steering Committee comprised of representative of the various departments and programs relevant to the initiative will serve as the coordinating and implementation body.

**New Resources** The principal new resources needed will include faculty and support positions to fully implement the initiative and those physical resources required to support its functions.

\*Batker, D, P. Swedeen, R. Costanza, I. de las Torre, R. Boumans, K. Bagstad (2007). Puget Sound Economy. [www.eartheconomics.org](http://www.eartheconomics.org)

WESTERN WASHINGTON UNIVERSITY  
 2013-15 Biennial Operating Budget Request (Part A)  
 Initiative Title: CREW  
 Planning Unit: Academic Affairs  
 Planning Unit Priority:

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$197,490	\$1,358,181	\$1,555,671
Fund 149, Tuition Operating Fees	\$0	\$0	\$0
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$197,490</b>	<b>\$1,358,181</b>	<b>\$1,555,671</b>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$0	\$372,678	\$402,678
Faculty Non Tenure-Track	\$0	\$0	\$0
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$0	\$0	\$0
Classified	\$78,000	\$195,000	\$273,000
<b>Salaries and Wages - Total</b>	<b>\$78,000</b>	<b>\$567,678</b>	<b>\$675,678</b>
<b>Employee Benefits</b>	<b>\$25,740</b>	<b>\$215,103</b>	<b>\$240,843</b>
<b>Goods and Services</b>	<b>\$93,750</b>	<b>\$275,400</b>	<b>\$339,150</b>
<b>Equipment</b>	<b>\$0</b>	<b>\$300,000</b>	<b>\$300,000</b>
<b>Total Expenditures</b>	<b>\$197,490</b>	<b>\$1,358,181</b>	<b>\$1,555,671</b>

<b>STAFFING FTE</b>		
Faculty	0.00	6.00
Graduate Teaching /Research Assistants	0.00	0.00
Exempt Professional	0.00	0.00
Classified	2.00	5.00
<b>Total FTE</b>	<b>2.00</b>	<b>11.00</b>

## Energy Program

### *Educating the Leaders for our Clean, Efficient and Renewable Energy Future*

Western Washington University is developing an innovative new program designed to meet the needs of a rapidly expanding green energy economy.

The program will integrate research and outreach with a unique interdisciplinary curriculum. When fully developed and funded, the program will include a Bachelor of Arts degree, a Bachelor of Science degree and the option to minor in science and technology; and policy, economics and business. The energy policy, economics, and business minor has recently been approved at ACC and will begin accepting minor students in Fall 2012. Initial funding for the development of the minor has come from external resources. Eventually, graduate degrees may also be offered. Research will cover a wide range of investigation related to clean and renewable energy and energy efficiency. Students will gain core competencies in energy related science, policy, technology, economics and business and have opportunities to participate in energy research with nationally recognized faculty-mentors. Graduates of the program will be uniquely prepared to enter the workforce as leaders, equipped with the knowledge, skills and applied expertise demanded by this dynamic and evolving sector of the global economy.

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

Western is geographically located in a region where energy entrepreneurship is prevalent and potential sources of renewable energy abound. Western has a long tradition of innovation and leadership and is well positioned to lead a timely expansion of educational opportunities for the region and, indeed, the nation.

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

Across the nation universities and colleges are expanding programs to respond to the demand for education and training related to clean and renewable energy. There has been a particularly strong surge in academic offerings connected with engineering and research. Some institutions have developed programs focused on policy. What is missing, according to industry leaders, policy makers, business owners, researchers and academics, is a program that combines the fields of science, technology, economics, business management and public policy. Industry experts tell us there is a growing demand for an energy-related undergraduate program that

produces both depth and breadth of knowledge. Scientists, researchers and business people need to understand policy. Policy makers and entrepreneurs need to understand the science and technology upon which the industry is based. And everyone needs to understand the principles of economics and business management. The Energy Program at Western will address this critical, unmet need—right here, in Washington State. This new program will position the state to lead the nation in the next wave of economic expansion and innovation.

## **Energy Program Features**

### ***Energy Experts***

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

### ***Applied Research***

Western is already involved in energy research including projects to increase the efficiency of photovoltaic cells; upgrading of biomass to renewable bio-fuels for transportation applications; and the development of highly fuel-efficient vehicles with low emissions. Students enrolled in the program will have opportunities to be directly involved in faculty-mentored research and applied technology projects. Research conducted in the program will have a direct impact on the regional economy and the ability of the state to lead development of clean, renewable and efficient energy.

### ***Faculty Commitment***

Faculty members from each of the three colleges have led the development of the program. Their commitment to education and research; recognition of student and societal demand; and renewable energy expertise has helped shape a program that is uniquely suited to fill an educational gap identified by industry leaders and students. A team of six faculty members (three from each college) have led the continued development of and approval process for the policy minor this academic year, and will guide the admissions process to the minor and all other academic policy issues.

### ***A Core Curriculum***

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

### ***Shared Fundamentals***

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

***In Depth Learning***

After completion of the core and fundamentals series, students will deepen their knowledge and experience within their degree through additional credits required by the major. During this phase of the program, opportunities for "hands on" learning will continue, with internships and applied research experiences conducted in partnership with government, NGO's and industry.

***An Option to "Minor" or "Master"***

Industry leaders have indicated that minors in policy or science/technology would have substantial value for students wishing to major in policy, economics, business or a specific science. The minors are particularly valuable for individuals who seek leadership roles in business, government or research institutions. Western's program will include a minor in science and technology and a minor in policy, economics and business. The program may also develop graduate degrees in both the sciences and arts. The minor in policy, economics, and business will begin accepting students in Fall 2012.

**Which Colleges are involved?**

Three colleges are collaborating to provide an integrated program of learning, research and regional involvement.

**When will the program be available?**

The research component of the program is already in place with funding for several projects. Private funds are being raised to support the new curriculum and the goal is to launch the minor in policy, economics and business in the Fall of 2012 and enroll students in the major within the next few years. This new minor has recently been approved by ACC (and the curriculum committees within Huxley and CBE).

**How will the program be funded?**

The WWU Foundation is currently seeking donors who are interested in funding named endowments to support the program. The University is also working with state and federal legislators to secure permanent public funding. The vision is a publicly supported and privately enhanced program that provides the highest possible return on the public's investment. The spreadsheet that accompanies this document details the full cost of the program. It is anticipated certain line items (TT faculty, for example) will come from public funding of a decision package.

Initiative Title: Energy  
 Planning Unit: Academic Affairs  
 Planning Unit Priority:

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$473,850	\$1,561,658	\$1,960,508
Fund 149, Tuition Operating Fees	\$0	\$0	\$25,000
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$473,850</b>	<b>\$1,561,658</b>	<b>\$1,985,508</b>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$0	\$510,000	\$840,000
Faculty Non Tenure-Track	\$150,000	\$150,000	\$300,000
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$0	\$0	\$0
Classified	\$39,000	\$39,000	\$78,000
<b>Salaries and Wages - Total</b>	<b>\$214,000</b>	<b>\$724,000</b>	<b>\$1,268,000</b>
<b>Employee Benefits</b>	<b>\$90,870</b>	<b>\$259,170</b>	<b>\$350,040</b>
<b>Goods and Services</b>	<b>\$168,980</b>	<b>\$328,488</b>	<b>\$117,468</b>
<b>Equipment</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$250,000</b>
<b>Total Expenditures</b>	<b>\$473,850</b>	<b>\$1,561,658</b>	<b>\$1,985,508</b>

<b>STAFFING FTE</b>		
Faculty	3.00	9.00
Graduate Teaching /Research Assistants	0.00	0.00
Exempt Professional	0.00	0.00
Classified	1.00	1.00
<b>Total FTE</b>	<b>4.00</b>	<b>10.00</b>



## **Clinical Doctorate in Audiology**

### **Type of program we would like to see:**

We are proposing a clinical doctorate program in audiology that meets the 2007 certification standards of both the American Speech- Language and Hearing Association (ASHA) and the Council on Academic Accreditation. The degree would be a clinical doctorate in Audiology (AuD). In the past we offered an audiology graduate degree at the master's level. Given that the entry-level degree is now a clinical doctorate, we had to place our graduate level curriculum in moratorium in 2005. Legislation will be required to seek authorization to offer a clinical doctorate in audiology.

### **Evidence of the student demand for the program both locally and regionally:**

There is a growing awareness of and interest in audiology as a profession. The U.S. News and World Report recently listed Audiology as one of the "Best Careers in 2009". Every year at least 10 of our undergraduate students in CSD indicate an interest in pursuing graduate level education in audiology by completing an undergraduate minor and/or by applying to clinical doctoral programs elsewhere. Currently the Speech and Hearing Sciences Department at University of Washington offers the only clinical doctoral program in audiology in Washington State. They typically receive 85 applications for the 12 positions each year.

### **Evidence for market demand for graduates of this type of program:**

The U.S. Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition, indicates that the employment growth for audiology is expected to increase by 10 per cent from 2006-2016. They note that job prospects will be most favorable for individuals who possess the AuD degree. The Bureau of Labor Handbook states that "because hearing loss is strongly associated with aging, rapid growth in older population groups will cause the number of people with hearing and balance impairments to increase markedly. Medical advances also are improving the survival rate of premature infants and trauma victims, who then need assessment and sometimes treatment. Greater awareness of the importance of early identification and diagnosis of hearing disorders in infants also will increase employment. A number of States require that newborns be screened for hearing loss and receive appropriate early intervention services. Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students." The services of audiologists will be in high demand in Washington state in general, and in a region such as Whatcom County, given the large number of older people who retire in our communities, industry-related prevention and treatment of hearing loss efforts, mandated screening and treatment of hearing disorders in infants, new treatment methods and populations requiring audiological treatment given technological advances (such as cochlear implantation), and federally mandated assessment and treatment of children with special needs, including hearing impairment.

**Classroom & lab needs:**

Recently the Communication Sciences and Disorders Department (CSD) moved into new space in the Academic Instructional Center (AIC) building that was specifically designed to meet the needs of students majoring in the communication sciences and disorders. This major encompasses both speech-language pathology and audiology. As a result we have state-of-the-art teaching and research labs, seminar space, and clinic facilities for offering a doctoral program in audiology. The west wing of the AIC houses four floors of classrooms and computer labs that are available to CSD. We will need to make slight modifications to some of the clinic and office spaces to accommodate new faculty and staff.

**Equipment needs:**

The equipment budget that was associated with the AIC building allowed us to purchase most of the research, clinic, and teaching lab equipment that will be required in launching an AuD program. Our costs will be primarily in terms of startup equipment (computers and CCTV monitors/controls for new faculty and clinical educators) and materials and supplies for the teaching labs. The latter category includes items such as diagnostic tests and software, hearing aid analysis software updates, electrodes, ear tips, otoscopes, and curricular materials. Student activity fees will cover some of these costs.

**Support/staff needs:**

3.5 STEF: Two clinical educators, one clinical site coordinator, .5 clinic business manager

**FTEF needed, both for your program and other service departments:**

3 FTEF for three additional audiology faculty who will contribute to teaching the undergraduate and doctoral level audiology courses, supervising and directing the audiology and aural rehabilitation clinics, advising student research, and directing the audiology programs. No FTEF is needed for other service departments.

**Projected timelines from a given start date:**

Proposed Timeline: =two years

Year One: .5 release time for Program Director; recruit and hire the faculty; begin curriculum development and accreditation process.

Year Two: While accreditation is pending recruit new students. Complete curriculum development.

First class enters at the end of Year Two.

**Challenges to establishment of proposed program:**

Modification of existing space to house additional faculty and students  
New program implementation and coordination issues

- AuD enabling legislation
- HECB approval
- Procurement of state support for the program
- Timing of faculty recruitment and hiring
- Development of curriculum and accreditation process

	Year 1	Year 2	Total
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$ 24,014	\$ 640,221	\$ 664,235
<b>Total Resources</b>	<u>\$ 24,014</u>	<u>\$ 640,221</u>	<u>\$ 664,235</u>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$ -	\$ 206,200	\$ 65,000
Faculty Non Tenure-Track	\$ -	\$ -	\$ -
Graduate Teaching/Research Assistants	\$ -	\$ 21,600	\$ 21,600
Exempt Professional	\$ -	\$ -	\$ -
Classified	\$ 17,000	\$ 165,973	\$ 182,973
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ 17,000	\$ 393,773	\$ 269,573
Employee Benefits	\$ 4,930	\$ 114,194	\$ 119,124
Goods and Services	\$ 2,084	\$ 95,254	\$ 238,538
Equipment	\$ -	\$ 37,000	\$ 37,000
<b>Total Expenditures</b>	<u>\$ 24,014</u>	<u>\$ 640,221</u>	<u>\$ 664,235</u>

<b>STAFFING FTE (B6)</b>		
Faculty	0.00	3.00
Graduate Teaching Assistants	0.00	2.00
Exempt Professional	0.00	0.00
Classified	0.46	2.64
Hourly		
<b>Total FTE</b>	<u>0.46</u>	<u>7.64</u>

## Bachelor of Science Degrees in Engineering at WWU

Until recently, the training of engineers by public institutions in the state of Washington was legislatively mandated to the University of Washington and Washington State University. Since these restrictions were lifted (see RCW28.B.20.060), only Eastern Washington University has developed a new undergraduate engineering program. At the same time, major manufacturing and development firms in the state have experienced significant increased demand for students trained in engineering statewide—particularly in industrial manufacturing and other highly specialized applied sub-fields. The rate of increase is not constant; according to a major study recently conducted by the Georgetown University Center for Education in the Workforce, several key trends in the Washington State economy are directly impacted by decisions concerning the direction of key higher-education engineering programs:

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

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

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

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

- 1) **Student demand:** The ET programs are running at capacity, and are among the largest programs in the college. The demand for engineering in the applied industrial fields is even larger, because, as mentioned, major companies seek to expand at a time when retirements loom in the current work force—particularly in

the manufacturing sector. Therefore, the conversion to engineering, with an increase in access, will help relieve the internal bottleneck and put more students into the technical workforce pipeline;

- 2) **Opportunity to build on areas of strength at WWU and high demand in communities beyond WWU:** The addition of Engineering will enhance the pillar of CST represented by the professional programs. The converted Engineering Technology program would benefit from the expansion to engineering, while at the same time building and expanding bridges between themselves and the other departments and programs in the College;
- 3) **Existence of a strong core of interdisciplinary research and teaching in the area of Materials Science and Engineering:** The Plastics Engineering Technology program already has strong ties to faculty in Chemistry, Physics, and the Advanced Materials Science and Engineering Center (AMSEC). The specialized fields of polymers and composites—with a focus on industrial applications—is underrepresented in higher education in Washington, and thus represent a significant area of interdisciplinary expansion opportunity. The addition of faculty and students in the area of polymers and composites will strengthen and expand the already thriving multidisciplinary teaching, research, and hands-on students experiences available at WWU.
- 4) **Strengthened expertise of students in the College:** The additional requirements for accreditation of engineering programs means students will receive a stronger mathematical and science foundation to strengthen the proven quality and pragmatic focus of the current WWU programs. The result will be graduate engineers with an expanded skill set, who will rise quickly to levels of technical and professional leadership.
- 5) **Increased access for students in the north Puget Sound region:** As part of the proposed program, extension opportunities in Everett will be linked to the new programs; the advantage is mutual: access to engineering education for the industrial workforce centered in the North Sound region while establishing strong corporate ties for Western students and faculty.

### **Summary of proposed changes**

The idea of having engineering programs at Western is not a new one. It has been discussed on and off for the last 23 years. The opportunity now exists for this transition in a manner that will provide substantial numbers of new Engineering graduates in the most cost-effective manner possible. While engineering technology spans the area between technicians and engineers, Western's programs have been much closer to the engineering side. The transition to Engineering status would thus be rapid, and would very quickly increase the number of engineers prepared by in-state schools for industries such as Boeing.

### **Transition Goals**

The goal of this plan is to develop rigorous and engaging engineering programs by building on Western strengths in engineering technology. Western has a unique and long tradition of engineering technology excellence, producing students with a broad range of

industry-ready, hands-on experience, coupled with a rigorous education. The transition of these programs to engineering will be a cost-effective way to address the needs of the state while providing our students with a strengthened mathematical and science foundation.

Western's engineering technology programs have already established reputations for excellence, and long-standing relationships with local industry. These industry partners appreciate the value of Western's pragmatic, laboratory and project-based learning because it prepares students to make immediate contributions to their companies' needs. The transition to engineering will maintain a careful balance to preserve these recognized strengths, while adding the value of a stronger theoretical foundation.

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

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

### **Transition Plan**

**Timing.** Once funding is received, we will move immediately to create the new engineering programs. If funding is received by July 1, 2012, the new engineering programs will be able to accept students and offer courses starting Fall 2013. Summer 2012 will be focused on curriculum changes for input to the 2013-14 catalog during fall 2012. Hiring will start during the 2012-13 academic year and the final program materials and accreditation notifications will be finished by fall 2013.

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

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

**Tenure-Track Faculty.** The transition to engineering, with a 50% increase in output of graduates will require a total of 11 new tenure-track faculty positions in Engineering, Mathematics, Physics and Chemistry.

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

Year 1:

- 2 senior faculty, engineering - \$160K startup (\$80K each)
- 2 junior faculty, engineering - \$160K startup

- 1 junior faculty math - \$20K startup
- 1 junior faculty chemistry - \$85K startup
- 1 junior faculty physics - \$90K startup

Year 2:

- 3 junior faculty, engineering - \$240K startup
- 1 junior faculty, math - \$20K

**Non Tenure-Track Faculty.** Additional 4.5 FTE non tenure-track faculty resources will be required for GUR support of the additional students and for teaching assistant resources for engineering courses.

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

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

**Narrative Justification and Impact Statement:**

*a) How does this decision package contribute to Western's strategic plan?*

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

*b) Performance Measure Detail.*

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

*c) Reason for change.*

Engineering technology is already an area of special strength at Western. The EET, PET, and MET programs already contribute significantly to state needs. Modest increases in resources can be leveraged to take advantage of these strengths and significantly increase carrying capacity as well the level of engagement of both students and faculty.

*d) Impact of change on students and the citizens of Washington, and services provided by WWU.*

Students at Western will have an undergraduate opportunity that is very rare nationwide and currently not available in the state of Washington. The opportunity to major in manufacturing engineering, electronics engineering-with



an emphasis in embedded systems, or plastics engineering will provide the state with an enhanced pipeline of undergraduates prepared for entry-level employment in a variety of industries including marine technology, aerospace, or bio-medical technology, to name only a few.

**e) *Impact on other state programs or other units of government.***

No impact.

**f) *Relationship, if any, to the state's capital budget.***

The program could include a proposal for an annex on the existing Engineering Technology building—a project already in the WWU capitol plan.

**g) *Revisions required changes to existing RCW, Washington Administrative Code (WAC), contract, or state plan in order to implement the change.***

No revisions are required.

**h) *Does the package require WWU to propose legislative that will be related to the package?***

No.

**i) *Discuss alternatives explored by the university.***

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

**j) *Budget impacts in future biennia.***

The proposal implies recurring costs of \$3.6 million per year in future biennia.

**k) *A distinction between one-time and ongoing functions and costs.***

The proposal includes \$1.15 million dollars of one-time costs, including start-up packages for new faculty, equipment for expansion of laboratory facilities in Engineering, and professional services for curriculum development and associated work to ensure compliance with ABET-EAC accreditation requirements. The ongoing costs of \$3.6 million per year include compensation for new faculty in Engineering, Mathematics, Physics and Chemistry, administrative and technical staff, and funding for non-tenure track faculty, both in direct support of the engineering programs and for GUR courses.

**l) *Effects of non-funding.***

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

WESTERN WASHINGTON UNIVERSITY  
 2013-15 Biennial Operating Budget Request (Part A)  
 Initiative Title: Engineering  
 Planning Unit: Academic Affairs  
 Planning Unit Priority:

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$2,368,760	\$2,358,782	\$4,727,543
Fund 149, Tuition Operating Fees	\$0	\$0	\$0
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$2,368,760</b>	<b>\$2,358,782</b>	<b>\$4,727,543</b>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$572,452	\$771,252	\$1,341,904
Faculty Non Tenure-Track	\$137,500	\$203,500	\$341,000
Graduate Teaching/Research Assistants	\$0	\$0	\$0
Exempt Professional	\$0	\$0	\$0
Classified	\$269,246	\$269,246	\$538,492
<b>Salaries and Wages - Total</b>	<b>\$979,198</b>	<b>\$1,243,998</b>	<b>\$2,221,396</b>
<b>Employee Benefits</b>	<b>\$323,135</b>	<b>\$410,519</b>	<b>\$733,655</b>
<b>Goods and Services</b>	<b>\$356,427</b>	<b>\$344,265</b>	<b>\$702,492</b>
<b>Equipment</b>	<b>\$710,000</b>	<b>\$360,000</b>	<b>\$1,070,000</b>
<b>Total Expenditures</b>	<b>\$2,368,760</b>	<b>\$2,358,782</b>	<b>\$4,727,543</b>

<b>STAFFING FTE</b>		
Faculty	9.75	15.50
Graduate Teaching /Research Assistants	0.00	0.00
Exempt Professional	0.00	0.00
Classified	5.50	5.50
<b>Total FTE</b>	<b>15.25</b>	<b>21.00</b>

**Library Resources to Support BS in Engineering (Annual Costs)**

*Databases:*

Compendex: \$52,108

*Journals:* \$60,000

*Books:* \$40,000

\$ 152,108

**WESTERN WASHINGTON UNIVERSITY  
BRIEF SUMMARIES OF DECISION PACKAGE PROPOSALS (OR NEW INITIATIVES)**

**DIVISION:**  
**PLANNING UNIT:**  
**DATE SUBMITTED TO UPB:**

**PLEASE NUMBER INITIATIVES IN PRIORITY ORDER.**

Title	Year 1	Year 2	Total
1) WESTERN WASHINGTON UNIVERSITY MATH/SCIENCE TEACHER PREPARATION	\$606,547	\$770,220	\$1,401,767

There is a critical shortage of high quality math and science teachers in Washington. *Western Washington University Math/Science Teacher Preparation* 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 math and science teachers at all levels graduating each year from Western Washington University. The *Western Washington University Math/Science Teacher Preparation* program will expand Western's already nationally recognized programs to: 1) double the number of high quality secondary math and science teachers graduating each year from approximately 50 to 100, 2) enhance our programs to produce a new cadre of exceptional teachers prepared to meet the needs of middle school students, and 3) increase the focus of our elementary programs on preparing teachers ready to effectively teach math and science to all students and specialists ready to lead elementary math and science instruction.

A secondary goal of the *Western Washington University Math/Science Teacher Preparation* program will be to serve as a model and proactive partner with other institutions and organizations in the state to help meet the critical need for excellent math and science teachers identified in *Washington Learns*.

Western Washington University (WWU) is already the largest producer of elementary teachers and secondary math and science teachers in Washington. The close collaboration of the Science, Math, and Technology Education (SMATE)

program and the Woodring College of Education makes WWU a national leader in producing high quality teachers with deep knowledge of both content and pedagogy in the disciplines. For example, WWU student scores on the state content exam for future teachers (West-E) average 25 and 18 points above the state average. By adding two new faculty members in the College of Sciences and Technology, one new faculty member in the Woodring College of Education, and hiring two Master Teachers, WWU will create the capacity to achieve the goals of this proposal.

With the increased capacity provided by this decision package, Western Washington University will:

- Double the number of highly qualified high school math and science teachers graduating from approximately 50 to 100 per year by providing provide early field experiences, supervised by Master Teachers, to entice students with expressed interests in math and science to try teaching.
- Grow new programs to prepare middle school teachers to earn one of the new endorsements in middle school science or math.
- Deepen the mathematical understanding of a substantial number of new K-8 teachers beyond the standard content and methods courses via a new course sequence that will lead to an Elementary Math Specialist Certificate.
- Expand the current number of elementary education program graduates with the General Science Elementary major that are prepared to serve as science specialists in their schools and provide them with an Elementary Science Specialist Certificate
- 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.

Expand in-service work with K-12 schools. This increased in-service role will include coordinating on-site professional development, creation of grant-supported partnerships with local schools, and growing the capacity of K-12 mentor teachers to strengthen math and science experiences for both student teachers and first-year teachers.

**Western's 2011 Strategic Plan: Western Washington University Math/Science Teacher Preparation** embodies the strategic goal of "building upon Western's strengths to address critical needs in the State of Washington" and "applying Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus". It brings the faculty and students in two colleges together to pursue the critical goal of improving K-12 math and science instruction by increasing the quantity 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.

**Washington Learns:** Increasing the quantity, quality, and diversity of math and science teachers is one of five long-term strategies in *Washington Learns* for helping all students become math and science literate. 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 math and science education must be addressed first." Western Washington University Math/Science Teacher Preparation 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.

**Planning Unit SWOT:** Aligns with goal of increasing access and degree production, and responding to state economic and workforce needs.

## Overview of Concepts

### Promises:

Increase HS M/S grads from ~50 to ~100 /year over 5 years

Design program for middle school M/S endorsements

Improve elementary MS programs, certify M/S specialists

### Requests:

Two full-time Master Teachers

One tenure-track faculty in mathematics education

One tenure-track mathematics education faculty with joint math/WCE appointment

One tenure-track physics/science education faculty

One full-time Program Director

Two graduate students (1FTE)

Program evaluator (.25 FTE)

### Actions:

Expand Learning Assistant program as recruiting tool

Expand WWU in-service role

Establish Advisory Board

Establish elementary mathematics and science specialist certification programs

Provide early field experiences for freshmen interested in M/S majors

Establish formal mentor/mentee training and intentional student teacher placement programs

Formal celebrations

WESTERN WASHINGTON UNIVERSITY  
 2013-15 Biennial Operating Budget Request (Part A)  
 Initiative Title: Western Washington University Math/Science Teacher Preparation  
 Planning Unit: Academic Affairs  
 Planning Unit Priority:

	2013-14	2014-15	2013-15
<b>RESOURCES</b>			
Fund 001, General Fund - State	\$606,547	\$770,220	\$1,376,767
Fund 149, Tuition Operating Fees	\$0	\$0	\$25,000
Fund XX, Other Sources	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$606,547</b>	<b>\$770,220</b>	<b>\$1,401,767</b>

<b>USES (EXPENDITURES)</b>			
Faculty Tenure/Tenure-Track	\$124,226	\$186,339	\$655,565
Faculty Non Tenure-Track	\$165,000	\$165,000	\$330,000
Graduate Teaching/Research Assistants	\$32,000	\$32,000	\$64,000
Exempt Professional	\$0	\$0	\$0
Classified	\$39,000	\$39,000	\$78,000
<b>Salaries and Wages - Total</b>	<b>\$385,226</b>	<b>\$472,339</b>	<b>\$1,202,565</b>
<b>Employee Benefits</b>	<b>\$116,565</b>	<b>\$127,698</b>	<b>\$244,263</b>
<b>Goods and Services</b>	<b>\$94,756</b>	<b>\$130,183</b>	<b>-\$95,061</b>
<b>Equipment</b>	<b>\$10,000</b>	<b>\$40,000</b>	<b>\$50,000</b>
<b>Total Expenditures</b>	<b>\$606,547</b>	<b>\$770,220</b>	<b>\$1,401,767</b>

<b>STAFFING FTE</b>		
Faculty	4.00	5.00
Graduate Teaching /Research Assistants	1.00	1.00
Exempt Professional	0.00	0.00
Classified	1.00	1.00
<b>Total FTE</b>	<b>6.50</b>	<b>8.00</b>



**WESTERN WASHINGTON UNIVERSITY  
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

**TO:** Members of the Board of Trustees

**FROM:** Bruce Shepard, President

**DATE:** **April 12, 2012**

**SUBJECT:** Executive Panel – WWU and Community Partnerships

**PURPOSE:** Special Report

---

Kelli Linville, Bellingham Mayor and Jack Louws, Whatcom County Executive will participate on a panel with President Shepard and University Administrators to discuss Western Washington University's current and potential partnerships with the City of Bellingham and Whatcom County. Discussions may also include issues of mutual concern.

### **3. EXECUTIVE SESSION**

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.