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Western Washington University
Board of Trustees Working Session
February 7 – 8, 2018

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<u>**Wednesday, February 7, 2018**</u>

Location: Bellwether Hotel
Time: 11:00 am

1. **CALL TO ORDER**
   11:00 am

2. **EXECUTIVE SESSION WILL BE HELD TO DISCUSS PERSONNEL ISSUES AS AUTHORIZED IN RCW 42.30.110(1)(g)**

   BREAK - Lunch Provided
   12:00-12:30 pm

3. **WELCOME AND OPENING REMARKS**
   12:30 – 1:15 pm

4. **BEST PRACTICES GOVERNANCE UPDATE**
   1:15 – 2:45 pm

   BREAK – 15 minutes

5. **LOOKING AHEAD STRATEGICALLY**
   3:00 – 5:00 pm

<u>**Thursday, February 8, 2018**</u>

    7:30 am – Breakfast Available

6. **LOOKING AHEAD STRATEGICALLY – CONTINUED**
   8:00 – 10:45 am

   BREAK – 15 minutes

7. **BOARD GOVERNANCE DISCUSSION**
   11:00 – 11:50 am

   BREAK – 10 minutes

8. EXECUTIVE SESSION WILL BE HELD TO DISCUSS PERSONNEL ISSUES AS AUTHORIZED IN RCW
    42.30.110(1)(g)
    12:00 – 1:00 pm

9. ADJOURNMENT

1. CALL TO ORDER

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

3. WELCOME AND OPENING REMARKS

4. BEST PRACTICES GOVERNANCE UPDATE

SHARED GOVERNANCE
Framing the Conversation
February 8, 2018

Shared governance has a long history in higher education. Typically, however, members of governing boards, administrators, and faculty have differing views about shared governance. The concept is broadly endorsed by most in higher education, but its implementation is inconsistent and leads to misunderstandings and tensions among the various constituents—the very things that shared governance is expected to mitigate or eliminate.

Responding to a continuously changing external environment and implementing timely change to best position Western for the future requires a shared understanding of the consequences of change, a shared commitment to advance the strategic plan in a timely way, and a shared understanding of institutional values of quality, excellence, diversity and inclusivity. This necessitates that the Board, administration and faculty align their understanding and practice of shared governance.

The February 2018 retreat is designed to focus on two important and inter-related topics critical to advancing Western: change management and shared governance.

The following pre-retreat reading materials will help inform the Board members, president and vice presidents about the concept and practice of shared governance:

1. AGB Board of Directors' Statement on *Shared Governance*
2. "How to Make Shared Governance Work: Some Best Practices", AGB Trusteeship Magazine, March/April 2014.
3. "Exactly What is Shared Governance?" Chronicle of Higher Education, July 23, 2009.
4. "Transforming Institutions Through Shared Governance", AGB Trusteeship Magazine, September/October 2012.
5. Western's Governance documents (including Rules of Operation-Section 1. The Board and Governance; Section 2. Authority, Powers, and Duties of the Board; and Section 8. Authority, Powers, and Duties of the President.)
6. Western's Board of Trustees Meeting Minutes, March 3, 2016 (Topic: Governance at Western).
7. Eastern Washington University's Principles of Shared Governance and Chapter 3—Governance.

As you reflect on these readings and shared governance practices at Western, please consider the following questions:

1. What is shared governance?
2. What are the hallmark characteristics of a great Master/Comprehensive University?
3. What is the process of engaging faculty and other campus constituents in important decisions/directions for the university?
4. How might Western best capitalize on the multiple perspectives of faculty, administrators, and trustees to learn better as an organization and to seize opportunities when they arise to advance Western?
5. How do we balance autonomy, consultation, and accountability in a shared governance environment?

AGB BOARD OF DIRECTORS' STATEMENT ON

SHARED GOVERNANCE

AGB
ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES

ABOUT AGB

Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, 1,900 institutions, and 40,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

AGB ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES

AGB BOARD OF DIRECTORS' STATEMENT ON

Shared Governance

Introduction

One of higher education's most distinctive values is its commitment to shared governance. Simply put, shared governance is a fundamental principle of inclusion in key areas of institutional responsibility and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other foundational documents as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or "shared with"—institutional leaders and faculty. Typically, presidents are charged with institutional leadership, strategic planning, and daily management, while faculty are charged with educational design and delivery. As the Association of Governing Boards of Universities and Colleges (AGB) said in its *Statement on Board Responsibility for Institutional Governance* (2010), shared governance "has historically resulted in continuous innovation and the concomitant effect that American college curricula and pedagogy define the leading edge of knowledge, its production, and its transmission." Despite the remarkable value of shared governance, the stakeholders who are fundamental to its impact often lack understanding of, appreciation for, and even commitment to it. Boards, faculty, and presidents—the key players in the relationship that defines shared governance—continue to struggle with its value and its effectiveness.[1]

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[1] This statement focuses on the long-established participants in shared governance—boards, faculty, and presidents. While this group retains its traditional responsibilities in shared governance, for important decisions many leaders today regularly seek consultation with other stakeholders such as staff, students, part-time faculty, alumni, and others. The majority of governing boards do not include reserved board seats for faculty, staff, and students, but some have voting representatives from one or more of these groups. Others allow representatives to attend board meetings but not to vote. AGB does not advocate the inclusion of faculty, staff, and students on governing boards because of the fiduciary responsibilities involved in governance. However, broad consultation that values insights and wisdom from an array of constituencies is often appropriate and helpful.

In higher education's volatile environment, shared governance is essential. It adds substantial value to institutional progress and innovation. In fact, responsibility and accountability for addressing colleges' and universities' thorniest challenges often rest with multiple parties. Effective shared governance is about more than who is responsible for what. At its best, shared governance is about how key constituents in institutional communities—traditionally faculty, administrators, and board members—engage in achieving a commonly supported mission. For example, these groups customarily participate in strategic planning, institutional budgeting, and discussion of critical issues such as campus climate and student-learning outcomes.

In higher education's volatile environment, **shared governance is essential.**

The practice of shared governance has developed differently according to the circumstances of individual colleges and universities. For instance, a small, religiously affiliated college with mainly full-time faculty will likely have different shared governance traditions from those of a large public university with faculty unions and substantial numbers of part-time faculty. However, despite institutional size or mission, effective shared governance provides the context for meaningful engagement and decision making in virtually every private and public college or university. It strengthens institutions by providing the means of aligning priorities and including key constituents in mission-related decision making.

Even when there is recognition of the importance of shared governance to institutional operations and innovation in principle, it can present considerable challenges in practice. As AGB explained in the 2010 statement, "Many presidents, governing boards, and faculty members believe that institutional governance is so cumbersome that timely and effective decision making is imperiled; factionalism, distrust and miscommunication, and lack of engagement among the parties can impede the decision-making process." Newer board members may be surprised to learn that—despite their fiduciary authority—some responsibilities, especially those related to academic programs, are primarily the province of the faculty.

Many faculty (and even some experienced board members) may be surprised to learn that the board holds significant responsibilities in these same areas, occasionally even overruling faculty recommendations. Even the most senior faculty members may never have met board members or engaged in meaningful conversations with them about the institution's mission, priorities, and challenges. AGB research shows:

- Nearly two-thirds of board members believe shared governance is very important in institutional decision making.

- One-third of presidents believe board members understand the work and responsibilities of faculty.

- Less than one-quarter of presidents believe faculty understand the responsibilities and authority of governing boards.

Presidents and chancellors often find themselves uncomfortably in the middle of misunderstandings about what shared governance means, why it is needed, and how to do it well. As Steven Bahls, president of Augustana College, observed in his book *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges,* "I have found that although the principle is endorsed by most in higher education, only rarely is it successfully and consistently implemented." And, as a participant in an AGB focus group on shared governance stated, "The current practice of shared governance works just fine when there aren't any problems. It breaks down as soon as the institution faces a significant challenge." Such breakdowns can grab headlines, derail progress, and even shorten the terms of institutional leaders. In today's challenging environment, shared governance needs to work, not as an afterthought but rather as a fundamental driver of institutional change and success.

As institutions grapple with the need for innovation in such areas as improving student learning outcomes, strengthening the business model, and meeting the needs of a new student population, time-honored processes for widespread consultation and deliberation are sometimes seen as impediments. A lack of cultural awareness between boards and faculty can complicate and delay decision making. Likewise, demanding voices from both outside the academy and within it—state and federal policymakers, contingent and unionized faculty, students with new social and academic needs, philanthropists, foundations—can complicate and heighten tensions, even while underscoring the importance of stakeholder engagement. In these circumstances, shared governance can become a zero-sum game, with participants focusing primarily on who has the power to decide what, rather than what the institution, its students, and its mission need to advance.

Most campuses rely on the American Association of University Professors (AAUP) 1966 *Statement on Government of Colleges and Universities* to describe the "shared responsibility among the different components of institutional government and the specific areas of primary responsibility for governing boards, administrations, and faculties."[2] Now, more than 50 years later—with vastly different circumstances on our campuses in terms of who attends, what they pay, what they expect in return, and how our institutions' business models function—effective implementation of shared governance is more important than ever.

Governing boards have not typically been involved in either assessing or improving the effectiveness of shared governance at their institutions. If anything, they may have looked to presidents or chancellors and the faculty to ensure that shared governance works, assuming it is more the concern of those groups than of the board. It's time for that to change. Given the challenges facing colleges and universities, governing boards need to become better educated about the state of shared governance on their campuses, understand its potential value in executing needed institutional change, and help ensure its effectiveness in strengthening the institutions for which they are responsible.

Effective shared governance, focused on open communication, shared responsibility, a commitment to accountability, and alignment of institutional priorities, is broadly seen as advantageous but is less commonly achieved. In its recent report *Shared Governance: Is OK Good Enough?*, AGB describes the results of a survey of board members and presidents on the state of shared governance at their institutions. A larger proportion of both groups said shared governance should help align institutional priorities rather than simply define rules of engagement. To move to this preferred level of performance, the three traditional participants in shared governance need sufficient motivation to change how they work together. For board members, that motivation is rooted in their ultimate fiduciary duty to ensure decisions are made wisely and in the best interest of the institution.

Key strategic decisions typically benefit from input from a wide range of constituents, including the administration and faculty, whose members have professional and personal interests in the institution's success and fiscal health. The alignment of priorities for all three groups in shared governance can result from an effective, engaging planning process as well as regular opportunities for inclusive conversations about strategic goals and challenges, new markets and academic programs, and other critical topics.

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[2] AGB provided advice to the AAUP in the development of this statement and subsequently commended it to AGB members.

The AGB Board of Directors, consisting predominantly of members of college and university boards, acknowledges the challenges inherent in establishing and maintaining a healthy system of shared governance. But it also recognizes the value added to institutions, their decision making, and their culture when shared governance is broadly understood, affirmed, and nurtured. This *Statement on Shared Governance*, approved by the AGB Board of Directors in August 2017, provides principles to help guide boards and those who work with them to achieve and support healthy and high-functioning shared governance.

Principles

1. **Boards should commit to ensuring a broad understanding of shared governance and the value it offers an institution or system.**

    Shared governance is not easy. Too often it is situated in an environment of competing interests, tension, reduced resources, and even professional pride. For shared governance to work, board members, faculty, and presidents need a solid understanding of what shared governance is and what its history is at the institution. New board members, faculty members, and senior administrators should receive a grounding in the fiduciary responsibility of the board and the manner in which their particular board operates. Each person should also be informed about the nature of faculty work specific to the institution, including governance roles and responsibilities. The board's governance committee should develop board member orientation that emphasizes the traditions and the policies of shared governance within the institution or across the system.

    Governing boards need to understand that their participation in and commitment to shared governance will result in more than specific decisions; they can stimulate institutional progress by ensuring the inclusion of a range of voices and ideas in the formulation of goals, priorities, and strategies.

For shared governance to work, board members, faculty, and presidents need a solid understanding of what shared governance is and what its history is at the institution.

Effective shared governance strengthens an institution by serving as a vehicle for necessary change. Strong shared governance does not diminish governing board accountability, but rather informs important decisions. A board's commitment to the value and practice of shared governance bears fruit for the institution in the form of mutual trust in challenging times, support for innovation, and shared commitment to goals for building a stronger future. It facilitates a culture that welcomes input, broadens commitment, and fosters creative ideas.[3]

Effective shared governance strengthens an institution by serving as a vehicle for necessary change.

2. **For shared governance to work, it must be based on a culture of meaningful engagement.**

A system of shared governance that focuses on rights may politicize the process instead of taking advantage of its potential value. A culture of meaningful engagement among board members, administration, and faculty can elevate the outcome—as well as the experience—of shared governance. This kind of culture requires a strong board commitment, which can be expressed in a variety of ways, both formal and symbolic. Boards should consider adding a formal commitment to shared governance within their statements of board member expectations. Additionally, while AGB does not recommend adding faculty seats to the governing board itself, the board should seek ways to benefit from faculty engagement, experience, and expertise by including faculty members in the work of board committees and task forces. A governing board's academic affairs committee should address issues related to shared governance, and it should benefit from engagement with faculty on such critical topics as educational quality, student success, and completion.

Governing boards often choose to invite formal faculty consideration of academic budgets and strategic priorities that might affect faculty responsibilities. In doing so, governing boards should expect good intent, even fiduciary-like performance: faculty input that serves the interests of the institution as a whole, welcomes diverse opinions within the faculty itself, and responds to the need for timely input and decision deadlines that enable action.

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[3] As part of its project on shared governance, AGB developed case studies of institutions and systems where shared governance has been pursued with marked intentionality. See agb.org/revitalizing-shared-governance-for-the-21st-century.

An investment in a culture of engagement is distinct from investments in other strategic priorities. The most important resources boards, presidents, and faculty can provide to shared governance are time, attention, and commitment. Just as time constraints can sometimes limit board and administration attention to shared governance, faculty often struggle with time commitments, especially where increases in the number of full-time faculty have not kept pace with the growth of the institution, leaving fewer faculty to fulfill the responsibilities of governance. In addition, loyalty to academic discipline and individual scholarship can outweigh faculty commitment to institutional priorities. The result is a strain on shared governance. Boards can be helpful in these situations by taking an interest in the faculty's capacity to engage in governance.

Boards and faculty can also help one another understand issues confronting higher education and how those issues could affect the institution's strategic direction. Accepting and acknowledging the value of such engagement are important elements of building a culture of shared governance.

3.   **Shared governance requires a consistent commitment by institutional and board leaders.**

The president or chancellor, along with the chief academic officer, must play a central role in building, encouraging, and maintaining effective shared governance. A governing board should be intentional in assigning appropriate accountability for shared governance to the president or chancellor. While recognizing the president's essential role in facilitating shared governance, the board should also respect the complexity of that task and partner with the president rather than delegate away that responsibility.

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The board chair has a similarly special role in demonstrating a governing board's commitment to shared governance. Establishing meaningful opportunities to include faculty in substantive discussions with the board on cross-cutting issues is one way the board chair can facilitate engagement. With the president's support, board leaders can also be ambassadors to faculty governing bodies, and a periodic meeting of the chair, board officers, or a group of board members with members of the faculty governance body can be rewarding in multiple ways. In all such engagements, the board chair and president need to be aligned on the purpose of the discussion. While inviting faculty to dinner or other social events can encourage collegiality and respect between the groups, social engagement is not the same as shared governance. Those who conflate the two risk greater disengagement—shared governance is not about sharing space but rather about sharing ideas.

The true test of any system of engagement is how well it works during a period of urgency or even crisis. Fiscal exigency, campus climate incidents, and other current realities might, in the heat of the pressure to act, cause even the most transparent and collaborative leaders to lose sight of the need for inclusion. Leaders must be deliberate and intentional about how best to engage others based on the situation. Even then, there will be times when swift action is required and there is little or no time for consultation and deliberation. Good faith efforts to share information in real time—while acknowledging circumstantial challenges—build trust, a necessary feature of shared governance.

While it is appropriate and necessary for a governing board to keep some discussions confidential, important board decisions should be delivered promptly, with evidence of the board's thoughtfulness. Increasingly, constituencies beyond the full-time faculty and senior administration (such as staff, students, part-time faculty, and alumni) have an understandable expectation of being both informed and consulted on important board decisions.

One special note for governing boards of public institutions and systems: These governing boards bear another responsibility in their commitment to shared governance. This country's higher education system is unique, due in part to the ability of each institution to establish its own mission and academic programs, with accreditor approval. Shared governance is only effective when internal discussion and debate lead to outcomes—about academic programs, budgets, and tenure policies, for example. However, policy leaders in some states are now making decisions about the same matters for public institutions

of higher education. These efforts undermine shared governance and run the risk of diminishing the quality of what is taught and who teaches. They pose a broader threat to institutional autonomy and integrity. Public institution leaders, including board members, should help inform state policymakers about the risks of overreach.

4. **Institutional policies that define shared governance should be reviewed periodically to ensure their currency and applicability.**

The AGB white paper *Shared Governance: Changing with the Times* states, "Colleges and universities—their boards, presidents, and faculty—need to be attentive to the effectiveness of their governance practices on an ongoing basis. Neither an unexpected emergency nor a brief window of opportunity is the time to discover that an institution's governance structure and culture of decision making are not up to the task. Reliable shared governance requires continuous, intentional effort." The board must be confident that the institution's foundational documents and policies, such as the board's bylaws, faculty handbook, and the institution's charter, agree with one another and codify decision-making responsibility in a clear and practical way.

AGB research shows periodic reviews of shared governance policies are not common practice, and contradictory mandates or unclear expectations among key groups risk undermining effective governance. The institution's legal counsel should monitor the timing of policy reviews and bear responsibility for recommending necessary updates for consistency across all related policies. The goal is to establish clarity of roles and processes in a way that facilitates the engagement of the president or chancellor, board members, and the faculty on mission-related and strategic matters.

> *The board must be confident that the institution's* **foundational documents and policies,** *such as the board's bylaws, faculty handbook, and the institution's charter, agree with one another and codify decision-making responsibility in a clear and practical way.*

Ultimately, the board is responsible for policy currency and effectiveness. Generally, a governing board's governance committee should work with the president or chancellor and legal counsel on policy currency and needed changes. Pertaining to shared governance, the board's academic affairs committee might collaborate with the governance committee on a policy review process that includes the engagement of the chief academic officer and the faculty governance body. Policies that guide strong shared governance align the expectations of faculty, board, and administration on essential issues and set the stage for strong shared governance.

To further safeguard effective shared governance, the board, president, and faculty should commit to a regular assessment of the process. This assessment provides an opportunity for inclusive conversation about the full range of activities that ensure a common understanding of shared governance and its value at the institution, a culture of engagement, and an ongoing commitment to keeping the process strong.

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Conclusion

The historic debate about what shared governance is and the tension among governing boards, presidents, and faculty will likely continue, especially as resources grow scarce and stakes remain high. Each group must recognize that ensuring the value proposition for higher education will require working together on behalf of students and society. Perhaps the best indicator of how well shared governance is working on any campus is whether it enables, rather than constrains, thoughtful decisions to enhance student success, institutional health, and innovation. Boards, working with key administrators and faculty leaders, hold responsibility for ensuring that the practice of shared governance embodies and advances institutional values.

Questions for Boards to Ask

- How are new board members, faculty, and senior staff oriented to shared governance?

- How does the board learn about faculty work? How does the faculty learn about the board's role and responsibilities?

- How can the board contribute to an institutional culture of appropriate engagement and inclusion in decision making?

- What are the roles of students and staff in shared governance at our institution? Is the board satisfied with their engagement?

- What can the board chair do to demonstrate the board's commitment to shared governance? What does the president do?

- When did the institution last assess the state of its shared governance? What was the result? What has changed based on that assessment?

- How does the board engage with the faculty on matters of consequence?

- Are the priorities of the board, president, and faculty currently aligned on critical mission-related matters? Is there agreement on the strategic priorities of the institution? Which are important topics or questions for collaboration?

- How well would shared governance work at this institution in a crisis?

Appendix

The following passage, selected from the AGB white paper Shared Governance: Changing with the Times, *presents insights gained as a result of focus group conversations with more than 200 governing board members, senior administrators, and faculty leaders. AGB is grateful to the Teagle Foundation for supporting that project.*

THRESHOLD CONDITIONS FOR HIGH-FUNCTIONING SHARED GOVERNANCE

- A shared commitment on the part of faculty, administration, and board members to the principles of shared governance,[4] and a current, shared understanding among faculty, board, and president of what shared governance actually is and how it operates/functions/works in their institution.

- A shared and clearly articulated commitment to *trust, collaboration, communication, transparency, inclusiveness, honesty*, and *integrity*.

- An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop, but without good will and commitment to shared values, they can't lead to effective decision making on meaningful issues.

- A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.

- Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and presidents of their own respective roles in shared governance, as well as those of their colleagues.

- A shared appreciation by board members and faculty of the complexity of the president's role in facilitating a constructive relationship between the board and the faculty.

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[4] Specific reference to the AAUP Statement on Government of Colleges and Universities in the institution's governing documents is an important foundation for this shared commitment.

- A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions.

- A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.

- A recognition that the most important decisions are often the most difficult and contentious, but the preservation of relationships is vital to sustained effectiveness in governance.

- A recognition by the president, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.

One of higher education's most **distinctive values** *is its commitment to shared governance. Simply put, shared governance is a fundamental principle of* **inclusion** *in key areas of* **institutional responsibility** *and decision making. Governing boards hold ultimate authority for an institution, as defined in bylaws and other* **foundational documents** *as well as state fiduciary principles. There is very little debate on this point. However, through longstanding academic practice, this authority is delegated to—or "shared with" institutional leaders and faculty. Typically, presidents are charged with institutional* **leadership, vision** **strategic planning** *, and daily management, while faculty are charged with educational design and de*

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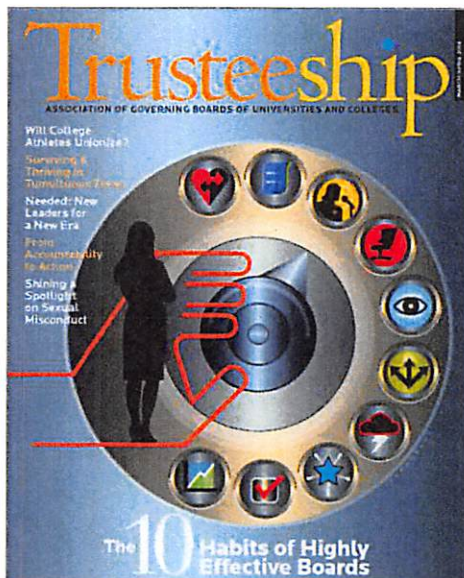**‹ PREVIOUS ARTICLE**   **NEXT ARTICLE ›**

How to Make Shared Governance Work: Some Best Practices

BY STEVEN C. BAHLS
MARCH/APRIL 2014

TAKEAWAYS

Five practical steps can help make shared governance work. Boards can:

1. Actively engage board members, administrators, and faculty leaders in a serious discussion of what shared governance is (and isn't).

2. Periodically assess the state of shared governance and develop an action plan to improve it.

3. Expressly support strong faculty governance of the academic program.

> 4. Maintain a steadfast commitment to three-way transparency and frequent communication.
>
> 5. Develop ways to increase social capital between board members and faculty members.

The commitment to shared governance is too often a mile wide and an inch deep. Board members, faculty leaders, and presidents extol the value of shared governance, but it frequently means something different to each of them. When that is the case, at the first bump in the road, participants can become frustrated, sometimes walking away from a commitment to do the hard work of good governance. Worse yet, when that happens, there may be mutual recriminations that can cripple the institution for years. Much has been written on the benefits of shared governance, but less has been written on practical steps to take to make shared governance work.

Effective and responsive governance is vitally important during times of change in higher education. Sharing governance in the face of sweeping and transformative change can help shift the thinking of boards, faculty, and staff from protecting yesterday's parochial interests to aligning efforts to address tomorrow's realities. When efforts are aligned, solutions are often more thoughtful and implementation time is faster.

The trends pressuring many colleges and universities are numerous, and they demand unprecedented cooperation and collaboration among boards, administrators, and presidents. They include:

- Heightened competition from institutions delivering online and non-traditional types of higher education that require faculty and boards to develop timely, unified, and mission-sensitive responses;
- The drumbeat of calls for stronger student outcomes, including better graduation rates and placement rates, which requires building consensus among the board, administration, and faculty; and
- Affordability and accessibility issues that require all within the institution to better focus on doing their part to create the best value for an increasingly diverse set of students.

The Association of Governing Boards of Universities and Colleges has called for ' integral leadership‡ from leaders of colleges and universities. Recently, in a publication called _Top 10 Strategic Issues for Boards, 2013–2014_, AGB provided this compelling definition of integral leadership:

' To accomplish these goals, many governing boards have moved to a model of integral leadership¿ **collaborative but decisive leadership** that can energize the vital partnership between boards and presidents. **Integral leadership links the president, faculty, and board in a well-functioning partnership** purposefully devoted to a **well-defined, broadly affirmed institutional vision.**‡

The bolded phrases in this definition are areas enhanced and strengthened through strong systems of sharing governance. Effective shared governance increases collaboration, creates useful links between constituencies, and builds needed partnerships.

But it can do so much more. When shared governance is viewed as more than a set of boundaries and rules of engagement, it can create a system where the integral leaders move beyond the fragmentation of traditional governance. They move to shared responsibility for identifying and pursuing an aligned set of sustainable strategic directions. And though it may take time to develop these priorities, once they're identified, each constituency can be more decisive in implementing tactics to advance them.

There are five best practices that cut across various types of institutions, whether public or private, unionized or non-unionized, four-year colleges or community colleges, traditional or specialized. Although these types of institutions are different in many ways, including how boards and faculties are structured, they still have much in common. Each board has similar fiduciary and supervisory duties, and each faculty has substantial responsibility for the curriculum. And every institution sometimes experiences a degree of tension between faculty members and board members.

The five practices below, when deliberately followed, create the alignment in which administrators, board members, and faculty members become integral leaders.

1. Actively engage board members, administrators, and faculty leaders in a serious discussion of what shared governance is (and isn't).

Faculty members and trustees tend to disagree on how to define shared governance and what to expect from it. Faculty members often view it as equal rights to governance. That is the most literal view of the word ' shared‡ in shared governance¿ as in ' share and share alike.‡ While this view might be attractive in theory, it is problematic in practice. Faculty members do not have veto power over decisions that are within the primary fiduciary and oversight responsibilities of the board. Similarly, although boards are ultimately, as fiduciaries, responsible for the academic quality of their institutions, trustees should only rarely exercise any power they have to veto core academic decisions.

Likewise, board members and administrators sometimes view shared governance as the obligation to consult with faculty before decisions are made, particularly those directly influencing the academic program. But faculty members often expect more than mere consultation prior to implementation of a decision. They expect to be at the table at key junctures in the decision-making process, instead of appearing for a pro forma consultation after the decision is made. Faculty members tend to view accountability differently than do board members, seeing it as steadfast adherence to a collegial process with wide participation, while board members tend to value process less and judge accountability by strong outcomes. Boards lose credibility with the faculty if they shortcut agreed-upon processes.

Board leaders, faculty leaders, and presidents should openly discuss how they view shared governance. How does each constituency define shared governance and how significant are the differences?

The first step to having a meaningful discussion of expectations is for the president, faculty leaders, and board leaders to state publicly their support for shared governance. At the same time, leaders should make it clear that shared governance is not a sword for gaining the upper hand in policy debates. Rather, it's a system for building communication, respect, and trust¿ with an eye toward developing integral leaders at all levels.

For institutions that enjoy effective shared governance, faculty leaders and board leaders should seek agreement on each of these five fundamental propositions:

- Shared governance is a central value of integral leadership that requires continued hard work, open communication, trust, and respect.

- The faculty has the central role in setting academic policy, and the board should hold faculty leaders responsible for ensuring academic quality.
- While board members have fiduciary responsibility for many of the business and financial decisions of the college, they should consider the views of the faculty before making important decisions.
- In cases of disagreement between faculty and board members about decisions where both have responsibilities (e.g., tenure and retrenchment), faculty handbooks and other governing documents should clearly state how disagreements are addressed and by whom.
- The most important aspect of shared governance is developing systems of open communication where faculty members, board members, and administrators work to align and implement strategic priorities.

Though all constituencies may not agree on the details, it is hard to disagree with the spirit of these five propositions and underlying principles. Once constituencies are in general agreement on these propositions, the way is paved to develop a commonly understood view of shared governance and a culture of shared mutual responsibility for the welfare of the institution.

2. Periodically assess the state of shared governance and develop an action plan to improve it.

Shared governance at most institutions is far from perfect, because it is difficult, messy, and imprecise work. The first step to improvement is to develop an accurate assessment of the state of shared governance at the institution. That can be done in different ways. Some institutions may want to develop formal surveys. Others may want more informal discussions through an appointed task force or discussions at board meetings and retreats.

The following questions get to the heart of the ' health‡ of shared governance:

- What does each constituency expect from effective shared governance? What are the benchmarks of good governance? How do these definitions and expectations differ?
- Do faculty members believe that the board and administration are transparent about important college matters? Do board members believe the administration and the faculty are transparent in sharing information about student learning outcomes, how the outcomes are assessed, and how the curriculum supports student achievement?
- Do the faculty and board believe they receive sufficient information from the administration to participate in making good decisions? Is the information presented in an easily understandable form?
- Do faculty members believe that the structure of faculty governance will facilitate shared governance?
- Does the board believe that its own structure encourages sharing governance with faculty?
- Do faculty members understand how board decisions are made and vice versa?
- Is it clear who makes what decisions, who is to be consulted, and who must approve?
- How well are faculty members informed about how the board works and vice versa?
- Is there shared agreement on the strategic priorities of the college?
- In an open-ended question, what suggestions do those who complete the survey have for improving shared governance?

Board members and administrators must be thick-skinned when asking for a candid assessment from faculty members. When members of the faculty, administrators, and board members discuss these questions, each usually progresses toward a more mutual expectation of shared governance. In the

process, each gains the trust of the other, strengthening the social capital that will move the institution ahead in difficult times.

As a way of drawing these discussions to a conclusion, the president should consider appointing an ad hoc task force or working group to create strategies for improving shared governance by building trust, open communication, and ways to resolve differences amicably.

3. Expressly support strong faculty governance of the academic program.

If a faculty can't effectively govern itself, it will be too fragmented, or even dysfunctional, to meaningfully and responsibly share in the governance of the institution. A faculty that is able to take strong, unified, and even bold collective action can help move from shared governance to shared responsibility.

Robert Zemsky, the founding director of the Institute for Research on Higher Education, recently put it this way: ' I would start by having faculty relearn the importance of collective actions; to talk less about shared governance, which too often has become a rhetorical sword to wield against an aggrandizing administration, and to talk instead about sharing responsibility for the work to be done together.‡

While boards and administrations shouldn't, and really can't, establish structures that ensure the faculty functions well, they can take several simple steps to encourage effective faculty governance:

- Boards and presidents should reward strong faculty governance by stating the importance of the faculty making appropriate and timely decisions, and valuing those actions. Board chairs should do that at board and committee meetings when faculty members are in attendance, and presidents should make such acknowledgments at faculty meetings and at general ' state of the college‡ addresses.
- Boards should give legitimacy to faculty leaders by inviting them to the table at crucial junctures in a decision-making process. That may include invitations to board committee meetings, full board meetings, and board retreats.
- Board leaders, the president, and the chief academic officer should meet annually with faculty leaders, aside from normal board meetings and faculty meeting times. Doing so allows for a full and open exchange of ideas.
- Presidents should include faculty leaders in leadership programs, particularly in internal programs that the institution maintains for administrators. Many faculty members have no leadership training and little experience. Supporting faculty leadership development also may have the benefit of grooming the next dean, provost, or even president.
- Board members should avoid circumventing faculty leaders by giving undue attention to those who express individual concerns not widely held by other members of the faculty. When seeking to understand the sense of the faculty, trustees should rely on elected faculty leadership, not that one professor who seeks to get around the faculty governance process by filing a special brief with the board.

Strong faculty leadership, combined with an effective board and integral presidential leadership, leads to a nimble system of shared governance that addresses challenges and seizes opportunities in a timely way.

4. Maintain a steadfast commitment to three-way transparency and frequent communication.

Effective shared governance depends on three-way transparency. The faculty can't adequately participate in governance if they do not have the information from which to develop informed positions. Board members can't appropriately exercise their general oversight of the institution's academic program if the

faculty withholds important facts about the value of the program. And presidents who withhold information from either of the other constituencies as a way of consolidating their power or dividing and conquering are not integral leaders.

Best practices for sharing information with the faculty include:

- Prepare and distribute a simple one-page chart describing who makes which decisions. The chart should describe different decisions across the vertical axis and decision makers (e.g., faculty senate, the president, the board, the executive committee) across the horizontal axis. Within each of the boxes, the role of the respective decision makers is listed (e.g., consultation, recommendation, making initial decisions, approving of decision, acting as appellate body). The chart should pay special attention to the budget process and faculty tenure and promotion.
- Share board and committee agendas with the faculty and other members of the community before board meetings. Include a summary of actions taken by the board shortly after the meeting.
- Clearly communicate decisions being considered by the board and the president's executive cabinet, why those decisions are before the board or the president's cabinet, the timetable for the decision, and the extent of the faculty's opportunity to participate in the decision-making process. Give faculty leaders an opportunity to discuss their views.
- Conduct periodic faculty forums with key decision makers presenting. The board chair could present on how the board makes decisions. The chief financial officer could present on how budgets are developed.
- Encourage faculty leaders to observe board meetings and committee meetings, where appropriate.

5. Develop deliberate ways to increase social capital between board members and members of the faculty.

As board members, faculty members, and administrators work together, they will naturally develop social capital. But social capital also can be developed and deepened outside of the formal shared-governance process. Consider these possible practices:

- With faculty members' permission (and not regularly), consider inviting board members to a faculty meeting, followed by a reception. Board members usually are impressed with the quality of deliberation at these meetings, just as faculty members usually are impressed with the quality of deliberation at board meetings.
- If the institution has a required first-year book to read, consider providing the book to the board with an opportunity before or after the board meeting to discuss the book with members of the faculty.
- Seat board members and faculty members in the same area at athletic events, concerts, and other special occasions, and at board meetings and dinners where both are present.
- Publish trustee and faculty leadership biographies. Let faculty members know that board members may be available as guest lecturers in classes that touch on their areas of expertise.
- Invite a board member to participate in part of a study-abroad program or field trip for students.
- Invite board members to celebrations of student and faculty scholarship.
- Hold a reception during each board meeting on campus to give the community the chance to get to know the board, and vice versa.

Following such practices can help institutions build the trust and respect needed to sustain shared governance through good and bad times. In doing so, the institution moves from the traditional approach of shared governance to the more dynamic approach of shared responsibility.

THE CHRONICLE
of Higher Education

ADVICE

Exactly What Is 'Shared Governance'?

Brian Taylor

By Gary A. Olson | JULY 23, 2009

At a recent conference of college administrators, several of us had an impromptu discussion over lunch about the meaning of "shared governance." The consensus? That term is often invoked but much misunderstood by both faculty members and many administrators.

"Some of my faculty believe that shared governance literally means that a committee votes on some new plan or proposal and that's it—it gets implemented," said a seasoned department head. "There is no sense of sharing, of who is sharing what with whom."

A dean chimed in that a faculty leader at her institution actually told her that shared governance means that professors, who are the "heart of the university," delegate the governance of their universities to administrators, whose role is to provide a support network for the faculty. "He said, in all seriousness, that faculty have the primary role of governing the university and that administrators are appointed to spare them from the more distasteful managerial labor," said the dean with incredulity.

That may be a more commonly held notion in academe than it at first appears. I know several faculty senators at one institution who regularly refer to faculty as "governance," as in "You're administration, and we're governance." That expression reveals a deep misunderstanding of the mechanism of shared governance—and presupposes an inherently adversarial relationship.

The phrase shared governance is so hackneyed that it is becoming what some linguists call an "empty" or "floating" signifier, a term so devoid of determinate meaning that it takes on whatever significance a particular speaker gives it at the moment. Once a term arrives at that point, it is essentially useless.

Shared governance is not a simple matter of committee consensus, or the faculty's engaging administrators to take on the dirty work, or any number of other common misconceptions. Shared governance is much more complex; it is a delicate balance between faculty and staff participation in planning and decision-making proc-esses, on the one hand, and administrative accountability on the other.

The truth is that all legal authority in any university originates from one place and one place only: its governing board. Whether it is a private college created by a charter, or a public institution established by law or constitution, the legal right and obligation to exercise authority over an institution is vested in and flows from its board. Typically, the board then formally delegates authority over the day-to-day operation of the institution (often in an official "memorandum of delegation") to the president, who, in turn, may delegate authority over certain parts of university management to other university officials—for example, granting authority over academic personnel and programs to the provost as the chief academic officer, and so on.

Over time, the system of shared governance has evolved to include more and more representation in the decision-making process. The concept really came of age in the 1960s, when colleges began to liberalize many of their processes. In

fact, an often-cited document on the subject, "Statement on Government of Colleges and Universities," was issued jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid-60s. That statement attempted to affirm the importance of shared governance and state some common principles.

The fact that the primary organization championing faculty concerns, the body devoted to preparing future academic administrators, and the association promoting best practices in serving on governing boards together endorsed the statement illustrates that university governance is a collaborative venture.

"Shared" governance has come to connote two complementary and sometimes overlapping concepts: giving various groups of people a share in key decision-making processes, often through elected representation; and allowing certain groups to exercise primary responsibility for specific areas of decision making.

To illustrate the first notion of how shared governance works, I'd like to revisit a 2007 column, "But She Was Our Top Choice," in which I discussed the search process for academic administrators and attempted to explain why hiring committees are commonly asked to forward an unranked list of "acceptable" candidates. I wrote that shared governance, especially in the context of a search for a senior administrator, means that professors, staff members, and sometimes students have an opportunity to participate in the process—unlike the bad old days when a university official often would hire whomever he (and it was invariably a male) wanted, without consulting anyone.

"Shared" means that everyone has a role: The search committee evaluates applications, selects a shortlist of candidates, conducts preliminary interviews, contacts references, chooses a group of finalists to invite to campus, solicits input about the candidates from appropriate stakeholders, and determines which of the finalists are acceptable. Then it's up to the final decision maker, who is

responsible for conducting background checks and entering into formal negotiations with the front-runner, and who is ultimately held responsible for the success (or failure) of the appointment.

"Shared" doesn't mean that every constituency gets to participate at every stage. Nor does it mean that any constituency exercises complete control over the process. A search cannot be a simple matter of a popular vote because someone must remain accountable for the final decision, and committees cannot be held accountable. Someone has to exercise due diligence and contact the front-runner's current and former supervisors to discover if there are any known skeletons that are likely to re-emerge. If I am the hiring authority and I appoint someone who embezzled money from a previous institution, I alone am responsible. No committee or group can be held responsible for such a lack of due diligence.

That's a good example of shared governance as it daily plays out in manyareas of university decision making. No one person is arbitrarily making important decisions absent the advice of key constituents; nor is decision making simply a function of a group vote. The various stakeholders participate in well-defined parts of the process.

The second common, but overlapping, concept of shared governance is that certain constituencies are given primary responsibility over decision making in certain areas. A student senate, for example, might be given primary (but not total) responsibility for devising policies relevant to student governance. The most obvious example is that faculty members traditionally exercise primary responsibility over the curriculum. Because professors are the experts in their disciplines, they are the best equipped to determine degree requirements and all the intricacies of a complex university curriculum. That is fitting and proper.

But even in this second sense of shared governance—in which faculty members exercise a great deal of latitude over the curriculum—a committee vote is not the final word. In most universities, even curricular changes must be approved by an accountable officer: a dean or the university provost, and sometimes even the president. In still other institutions, the final approval rests with the board itself, as it does for many curricular decisions in my own university and state.

Clearly, when it comes to university governance, "shared" is a much more capacious concept than most people suspect. True shared governance attempts to balance maximum participation in decision making with clear accountability. That is a difficult balance to maintain, which may explain why the concept has become so fraught. Genuine shared governance gives voice (but not necessarily ultimate authority) to concerns common to all constituencies as well as to issues unique to specific groups.
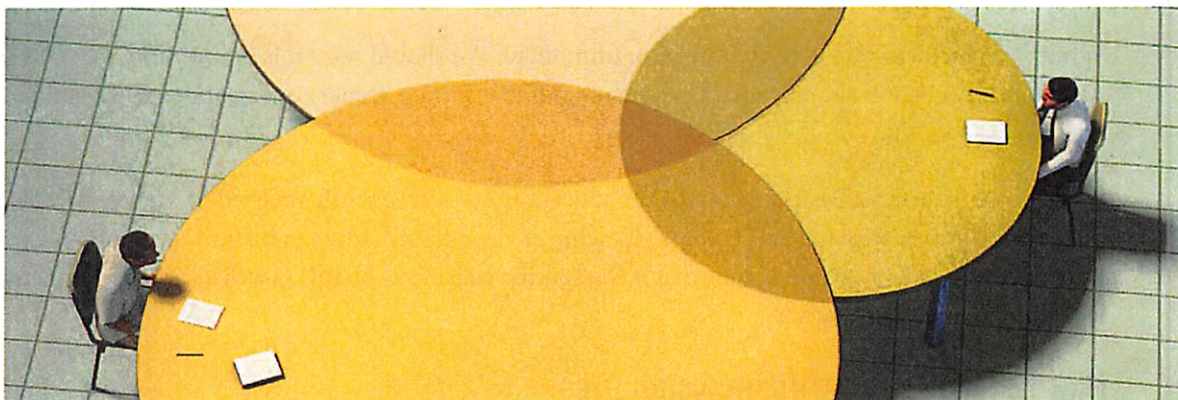
The key to genuine shared governance is broad and unending communication. When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers. That, after all, is our common goal.

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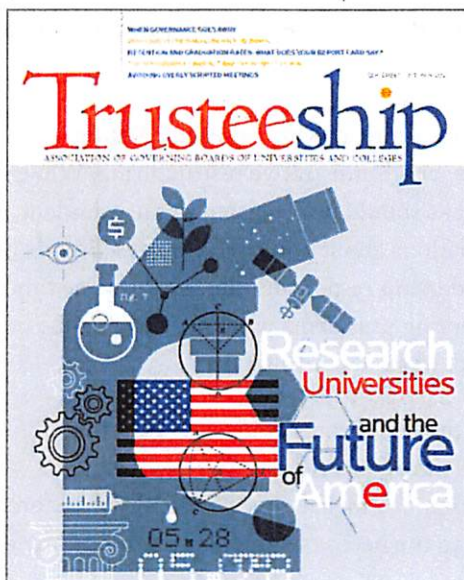
TRUSTEESHIP MAGAZINE

Transforming Institutions Through Shared Governance

BY RITA BORNSTEIN
SEPTEMBER/OCTOBER 2012

TAKEAWAYS

For shared governance to be successful, board members, administrators, and faculty members must learn to have respect for and confidence in each other, acting inclusively, transparently, and responsibly.

Boards need to be active and involved, participating in strategic and financial planning and risk assessment, demanding high standards, and making data-driven decisions. Presidents need to be strong but consultative, both visionary and strategic.

To balance and constrain the potential exuberance of boards and presidents for inappropriate corporate-style

> governance, faculties must be committed to the success of their students and the stability of their institutions.

Sparked by two recent crises, higher education governance is receiving heightened attention across the country. At the University of Virginia, in a surprise move and without consulting with key constituencies, the board forced the president to resign and then capitulated to protests by rehiring her, all within a three-week period. At the Pennsylvania State University, top administrators and a beloved football coach reportedly engaged in a long-term cover-up of child sexual abuse by a former assistant coach.

While such incidents are rare, we can learn from them. We should seize this opportunity to continue the national conversation about shared governance and to promote deeper conversations within our institutions about it.

Shared governance is a basic tenet of higher education and is frequently referred to. But what, at its best, does shared governance mean in today's changing environment? How can institutions most effectively implement shared governance, and what is the specific role of the board, as well as of the president and faculty members, in doing so?

NEW DEMANDS, NEW RESPONSIBILITIES

Gone are the days of passive boards, imperial presidents, and militant faculties. Today, we want¿ and need¿ our boards to be active and involved, to participate in strategic and financial planning and in risk assessment. We want them to demand high standards and make data-driven decisions. At the same time, we need presidents who are strong but consultative, both visionary and strategic. And finally, to balance and constrain the potential exuberance of boards and presidents for inappropriate corporate-style governance, we need faculties that are committed to the success of their students and the stability of their institutions.

As the recent incidents indicate, higher education governance today is not for the faint-hearted. The economic recession and government cutbacks have created unprecedented challenges for boards and presidents. On top of the financial crunch, other fast-moving trends¿ such as changing student demographics, the increasing application of technology to the delivery of education, and globalization¿ also demand institutional responses. Boards and presidents must make tough decisions to ensure that their institutions remain viable and relevant. And the process by which those decisions are made is crucial to their successful implementation.

In this turbulent environment, boards may be inclined to take on management responsibilities such as budget and staff reductions, changes in academic programs, or administrative restructuring. While it is appropriate for boards to raise such issues, management tasks should be delegated to the president, who can report back with cost-benefit analyses and recommendations about proposed changes. Boards need to support their presidents and enable them to fulfill their leadership responsibilities. At the same time, boards should also be wary of excessive reliance on long-serving presidents who may develop the arrogance and sense of entitlement that can lead them to act without consultation.

Besides working appropriately together, the board and the president can significantly improve deliberations about and planning for major changes and institutional crises by also ensuring the participation of the third party in the shared-governance compact: the faculty. The faculty workforce is highly educated and experienced and most closely attuned to the needs of students and the culture of the

institution. A supportive faculty can help create the environment for successful change. For example, if an institution is facing a budget deficit, faculty members can work with administrators to rethink such issues as graduation requirements, class size, faculty workloads, the use of online teaching materials, and staff growth and compensation.

Listening to the cacophony of opinions voiced lately through the news media, it is clear that, given the opportunity, some observers would appoint corporate-type CEOs to run our institutions and use a ' slash and burn‡ approach to solving financial and other problems. Although it may be simpler and less time-consuming for a president or board to act unilaterally and boldly, the result may be so divisive and destructive that nothing is gained and much is lost.

WHAT IS SHARED GOVERNANCE?

The concept of shared governance is consistent with the American political system, which is based on a distribution of power so that there is no single government authority. Broad participation, collaboration, and compromise are the mechanisms by which colleges and universities should govern themselves.

In 1966, the American Association of University Professors (AAUP) promulgated a statement regarding shared governance. The statement defines areas of primary responsibility for boards, presidents, and faculties while respecting the right of governing boards to be the final arbiters on all matters. The Association of Governing Boards (AGB) and the American Council on Education (ACE) did not formally adopt the AAUP statement, but they ' commended‡ it to their members, and it has become the current industry standard. Over the years, a number of institutions and several states have worked to clarify areas of responsibility. Wisconsin, for example, has codified the responsibilities and relationships among boards, presidents, and faculties.

Shared governance serves a number of purposes:

- It involves the board, president, and faculty working together to make important institutional decisions.
- It acknowledges the professionalism of the faculty.
- It provides each group with primary authority over its areas of expertise and a voice in decisions affecting the programs, organization, and traditions of the institution.

Shared governance builds social capital in a college or university¿ relationships of trust, cooperation, and reciprocity that enable an institution to fulfill its goals. In its ' Statement on Board Responsibility for Institutional Governance,‡ published in 2010, AGB states, ' Boards should recognize [that] the academic tradition¶ creates the need for deliberation and participation of faculty and other key constituents in decision making. ¶ The meaningful involvement of faculty and other campus constituencies in deliberations contributes to effective institutional governance.‡

At the University of Virginia, for instance, no one has questioned the authority of the board to terminate the president. The outrage arose because the board failed to consult or communicate in a timely manner with the president, faculty members, students, or alumni about its concerns. At Penn State, top administrators failed to discuss with the full board and the faculty the appropriate response to the illegal and unethical behavior of a former assistant coach.

For shared governance to be successful, board members, administrators, and faculty members must learn to have respect for and confidence in each other. They need to act inclusively, transparently, and responsibly. Yet boards and faculties generally come from different cultures. Many board members

believe that professors are unworldly, lazy, and incapable of timely decision making. Faculty assume that board members do not understand academic values, are not interested in the faculty perspective on issues and decisions, and are most comfortable with top-down corporate decision making.

Already poorly understood and implemented, shared governance is also being threatened by the loss of faculty status in higher education. Financial pressures have led boards and presidents to take such steps as reducing budgets and staffing, increasing class size, limiting tenure, and reducing admissions standards; all without faculty input. Financial concerns have also led administrators to hire many more contingent (nonpermanent) faculty members, thus reducing the percentage of tenured faculty in many, if not most, institutions. As a result, faculties at private institutions, along with the American Association of University Professors (AAUP), are increasingly pressing for the right to unionize. At institutions where shared governance works and faculty members are integrated into decision making, however, the demand for unionization tends to be less likely.

IMPLEMENTING SHARED GOVERNANCE

While ' shared governance‡ is a term used primarily in higher education, the underlying concept represents good management practice in many different settings. Charles C. Krulak, who assumed the presidency of Birmingham Southern College in 2011 after a distinguished career in the military and in business, has written in *Inside Higher Ed* (October 5, 2011) about his introduction to the basic AAUP documents on shared governance. ' I found them in sync with the way I have operated for years,‡ he said. ' I have yet to find a truly successful military leader, business leader, or professional coach who did not seek out the unvarnished opinions and views of his or her people. Not only seek out opinions and views but critically understand that it is bad business to ask people to charge a machine gun nest or cut a business deal or accept a game plan without fully understanding their views of the proposed tactics and getting their buy-in.‡

Yet for all its virtues, shared governance is not easy to implement. It takes experimentation, openness, and trust. There are many examples of difficulties beyond the recent cases. For example, news reports a few years ago described a controversy at the University of Chicago when more than 100 faculty members signed a letter to the president and provost complaining that the administration had failed to consult with them before establishing the Milton Friedman Institute for Research in Economics. As is often the case, perspectives differed on how the situation arose. The provost at the university was quoted in the *New York Times* (July 12, 2008) as saying, ' There's been a large amount of faculty input at every stage,‡ while a faculty member wanted to convene the entire faculty and ' force a discussion [and] not just accept this as a fait accompli.‡ The incident is one more example of how challenging it can be for presidents and boards to engage in shared decision-making on controversial issues and how alienating it is for faculty to be left out of important deliberations.

THE BOARD'S ROLE IN SHARED GOVERNANCE

The 2006 AGB publication *The Leadership Imperative* asks boards to ' help the president chart a course of action that respects faculty, students, and the prevailing institutional culture while carrying it forward to meet new challenges.‡ That indicates that boards and presidents should not undertake a major initiative, such as budget tightening, strategic planning, or enrollment policy, without mutual agreement and, when appropriate, faculty involvement.

The board chair has the responsibility of promoting shared governance and must have a close working relationship with the president, characterized by openness and honesty. A strong and supportive chair can secure advice from board members on important governance issues and gather consensus on the

appropriate action. In the effort to be consultative, however, the board needs to be wary of the temptation to micromanage the institution. Moreover, board members must be careful not to undermine the president's authority by engaging in close relationships with senior administrators. Such backchannel talk undermines the president's legitimacy.

The board can improve its understanding of shared governance by ensuring that its membership includes educators from other institutions and associations who bring a broad understanding of higher education and institutional governance. Most important, boards should invite faculty members, either directly or through the president, to participate in deliberations about key institutional decisions. The decision-making process may be slowed, but the results more easily accepted, if the faculty participates. Faculty members may view new initiatives that are developed without their input as burdensome, and they may not respond to administrative requests or attend meetings involving such initiatives.

The board can also recognize faculty accomplishments and honors. At the same time, it should hold faculty to high standards and expect professors and academic administrators to provide metrics and evaluation data to identify institutional strengths and weaknesses.

THE PRESIDENT'S ROLE IN SHARED GOVERNANCE

When new presidents are hired, they must win the respect and trust of the board and the faculty or they are not likely to succeed. Often, conflicting expectations of presidents create tension. For example, it is not uncommon for board members to demand strong transformational leadership while the faculty prefers collaborative, integrative leadership. Boards may want to make decisions much more quickly than the faculty does. Boards and faculties may also have different visions for the future of the institution. Presidential candidates should try to uncover such differences during the search process. If the differences in expectations and vision seem irreconcilable, candidates should seek a presidency elsewhere.

The president is the chief administrator of the institution and is not obligated to consult on every decision. The challenge is to know when to act and when to consult. The more the board and faculty trust the president and believe that the institution is in competent hands, the more latitude the president has to make decisions.

To help shared governance work, the president must make the concept a part of board orientation, along with the issues of tenure and academic freedom. Most board members come from a business culture and are unfamiliar with these core concepts, which may seem to them unnecessary, disruptive, and unreasonable. The president is in the best position to promote contact, cooperation, and consensus among board members, administrators, and faculty members by creating opportunities for interaction and consultation.

Early in my own presidency, I enlisted a faculty committee to review and recommend changes to strengthen the process and requirements for tenure and promotion. This was a challenge for the committee, but when it finally completed a proposal, the faculty senate approved it. These changes would not have been well received without faculty leadership.

Indeed, the president often has to serve as translator between board members and faculty leaders. The president should articulate frequently the institutional vision and mission to help unify the board, faculty, administration, students, and alumni.

The president can make everyone's job easier by regularly educating both the board and the faculty about trends in higher education and society that are or will be affecting their institution. The better educated

these groups are, the better the decisions they will make. A president should also express admiration and appreciation for the faculty when communicating with the board and, conversely, should describe to faculty members the backgrounds and qualifications of board members—praising them publicly and often for their volunteer efforts and financial support.

THE FACULTY'S ROLE IN SHARED GOVERNANCE

Faculty members are more likely to accept decisions made by the board and the president, even if they do not agree with them, if they have been consulted and involved in true deliberations. It is the democratic process that is most important to faculty members. They want the president and board to value their contributions, objections, and suggestions and to ensure faculty input into important decisions.

At the same time, faculty members need to convince the board and administration that, if consulted, they can and will make timely recommendations and decisions. Timeliness is not hastiness, however. The faculty sees itself as the keeper of the institution's core values.

That is not incompatible with the need for faculties to clarify their governance structures and policies to promote nimble and responsible advice and decisions. As former Duke University President Nannerl O. Keohane has written in *Higher Ground: Ethics and Leadership in the Modern University* (Duke University Press, 2006): "All of us need to acknowledge that the tendency towards lengthy consultation and mulching new ideas that comes so easily in an academic setting—where careful deliberation and extensive testing of evidence bring rewards in the core enterprises of teaching and research—can easily be overdone in the governance of the institution. … At some point—usually sooner than we on campus get there—it's time to stop talking and take action."

The faculty needs to be thorough and honest in peer evaluations and also willing to assess program and student outcomes for the board and the public. It should also have a say about, and be brought into any process of, academic downsizing and budget-cutting. That can be challenging for faculty members when evaluating their own areas, but personal and departmental loyalties should not prevent them from acting in the best interests of the institution. If the faculty cannot or will not make necessary choices, it abdicates its responsibilities and leaves academic decisions entirely to the administration and the board—a confusing process that would certainly not serve students or the institution well.

CONCLUSION

Despite recent controversies, we should remember to celebrate the extraordinary leadership that boards, presidents, and faculty members provide in most institutions. Volunteer board members make exceptional contributions of time, expertise, and money, and their loyalty and devotion to our institutions are remarkable. The president's job today includes a huge portfolio of responsibilities, many contentious groups to manage, a challenging economic environment, and a critical public. Professors are responsible for delivering a world-class education to American and international students in an era of constant change.

The recent controversies can serve as catalysts for all boards and presidents to undertake an assessment of how governance is working in their institutions. What is the relationship between the board and the president, and how do they communicate with each other? How are faculty members brought into discussions of strategy and change? Does the composition of the board reflect a variety of experiences and viewpoints, including academic expertise?

When boards, presidents, and faculty members work together in the spirit of shared governance, they strengthen the institution's social capital and can take collective action in support of a change agenda. A commitment to shared governance improves the productivity, quality, and reputation of an institution and creates a positive climate for students, staff members, and the community.

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RELATED

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SECTION 1

THE BOARD AND GOVERNANCE

1.1 **Board Authority Established by Law.** The authority to govern Western Washington University is vested by law in the Board of Trustees of the University, referred to from this point forward as the "Board." (See Appendix A for statutory references.)

1.2 **Governance Development.** The Board believes that the educational interests of the University are furthered by encouraging an environment of collegiality. Therefore, it has established a system of shared governance in which the various elements of the institution are encouraged to participate. Without limiting its duties or authority, the Board directs its attention to matters of general policy relating to the institution's mission, educational program, operation, and Strategic Plan.

1.3 **Policy Development.** The Board delegates responsibility for the development and administration of policies and management of the institution to the President, or his or her designees, including the appropriate unit or units of internal governance.

1.4 **Channel of Authority.** The channel of authority from the Board to the faculty, administrative officers, staff, and students shall be through the President.

(a) **University Community Responsible to the President.** All faculty, administrative officers, staff, and students must, through appropriate channels, be responsible to the President, and through the President, to the Board, unless otherwise specifically directed by the Board.

(b) **Recommendations for the Board Transmitted to the President.** When faculty, administrative officers, staff, and students bring forward recommended changes to policies, programs, and other matters that require Board consideration, such recommendations should be transmitted to the President and by the President to the Board with his or her recommendation.

(c) **President to Engage Discussion.** If the President does not support the recommendations as forwarded, the President will first send it back to the recommending group with a statement of concerns and engage in discussions with the group regarding the proposal before forwarding it to the Board for consideration.

(d) **President's Recommendation and Background Materials to be Provided to the Board.** Background information, perspectives of constituents, and the recommendation of the President will be provided to the Board.

(e) **Presidential Oversight of Governance Groups.** The Board has the responsibility for oversight of the President, but delegates authority to the President

for oversight of faculty, staff, students, or others engaged in communications or by contract with the University.

(f) **Communication to the Board by Governance Groups.** The presidents of the Faculty Senate and Associated Students may, in exceptional circumstances, communicate directly to the Board collectively through written communication. Copies of such communication will be provided to the President. The presidents of those groups shall serve as the representatives of their respective elected bodies at all Board meetings where they are welcome to address the Board directly.

1.5 **Attorney General of Washington Provides Legal Counsel.** The legal advisor to the Board is the Attorney General of Washington. The assistant attorney general assigned by the Attorney General to represent the University shall provide counsel to the University to and through the Board. The assistant attorney general provides legal counsel to the various divisions of the University through the President.

SECTION 2

AUTHORITY, POWERS, AND DUTIES OF THE BOARD

2.1 **Title 28B RCW Establishes Board Authority.** The Board derives its authority from the laws of the state of Washington. The Board operates under the provisions of Title 28B and other portions of the Revised Code of Washington (RCW). The powers and duties of the Board include those specifically set forth in Title 28B and all other powers and duties which are necessary or appropriate to carry out the Board's responsibilities and obligations. (See Appendix A.)

2.2 **Chair Spokesperson for the Board.** The Chair or his or her designee is the spokesperson for the Board. Individual Board members are encouraged to consult regularly with both the President and the Board Chair on matters of interest. Unless otherwise authorized by the Board, individual Trustees exercise no authority over the institution nor may they make or enter into contracts on behalf of the Board or University.

2.3 **Authority Reserved by the Board.** The Board reserves unto itself the following authority (unless specifically delegated in particular instances by definite resolution or motion duly passed by the Board), which it exercises subject to the conditions and limitations of law:

(a) **To Employ the President.** To employ the President under such terms and conditions as may be negotiated from time to time through a written contract, including, but not limited to, compensation, housing requirements, benefits, and tenure to an academic unit. The Board may also negotiate employment for the spouse/partner of the President upon determining that he/she has appropriate qualifications. The contract(s) shall be authorized in compliance with the Open Public Meetings Law, Chapter 42.30 RCW. (See Appendix A.)

(b) **To Administer the Board.** To organize, administer, and operate the Board.

(c) **To Adopt Administrative Rules.** To adopt, amend, or repeal rules pursuant to the Administrative Procedure Act (Chapter 34.05 RCW) and any other laws providing rule-making authority – except for Chapter 516-12 WAC, Parking and traffic regulations; Chapter 516-13 WAC, Bicycle, mopeds, and other powered devices; Chapter 516-14 WAC, Appeals from parking violations; and Chapter 516-15 WAC, Skateboards, foot scooters, skates, and other similar devices. (See Appendix A.)

(d) **To Approve Budgets.** To approve the operating budget, the services and activities fees budget, and the capital budget for the University.

(e) **To Structure the University.** To establish or abolish colleges, divisions, schools, departments, and degree programs.

(f) **To Award Degrees.** To authorize the awarding of degrees for appropriate programs of study, and to authorize the awarding of honorary degrees.[1]

(g) **To Establish Certain Fees.** To establish academic year tuition fees (tuition operating fee and capital building fee), summer session fees, continuing education degree program fees, student services and activities fees, housing and dining fees, and all fees that students enrolled for six (6) or more credit hours are required to pay. The Board delegates its authority to the President to approve all other fees.

(h) **To Approve Collective Bargaining Agreements.** To facilitate, approve, and enter into collective bargaining agreements with faculty.

(i) **To Establish Retirement Programs for Employees.** To establish retirement programs for employees as authorized by law.

(j) **To Retain Fiscal Responsibility.** To retain responsibility for the expenditure of state funds by the University and its agents and employees.

(k) **To Enter into Certain Agreements.** To enter into agreements with public agencies pursuant to the Interlocal Cooperation Act (Chapter 39.34 RCW) or other appropriate laws in instances where the Agreement allows for the creation of a separate corporate or legal entity or involves the commitment of University funds in excess of $50,000, regardless of duration. The Board shall be provided copies of all Interlocal Agreements entered by the University that do not meet the $50,000 threshold. (See Appendix A.)

(l) **To Purchase or Lease Real Estate.** To authorize the purchase or long-term lease (for more than two years) of real property not located within the boundaries of the campus as described by the Institutional Master Plan for Western Washington University, subject to other approvals that may be required. To authorize extensions of long-term leases of real property. The Board may

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[1] RCW 28B.35.205 states, in part: The Board of Trustees, upon recommendation of the faculty, may also confer honorary bachelor's, master's, or doctorate level degrees upon persons in recognition of their learning or devotion to education, literature, art, or science. No degree may be conferred in consideration of the payment of money or the donation of any kind of property.

authorize the purchase of properties not identified in the Institutional Master Plan if it adopts by resolution the rationale for such purchase.

(m) **To Select Certain Architects and Engineers.** To authorize the selection of professional, architectural, engineering, and related services for the design of public works in instances where the fee for such services will exceed $300,000.00, or where competitive proposals were not solicited and considered, unless other procedures approved by the Board were followed.

(n) **To Authorize Certain Public Works Contracts.** To authorize the execution of public works contracts for amounts in excess of $500,000.00, or where competitive proposals were not solicited and considered, unless other procedures approved by the Board were followed.

(o) **To Establish Self-Supporting Facilities.** To establish self-supporting facilities and to exercise all related authority delegated to the Board pursuant to RCW 28B.10.300 through RCW 28B.10.330, as now or hereafter amended. (See Appendix A.)

(p) **To Authorize Bonded Indebtedness.** To authorize and approve bonded indebtedness.

(q) **To Approve the Settlement of Claims.** To approve the settlement of claims against the University for amounts in excess of $50,000.00.

(r) **To Name Buildings and Facilities.** To name buildings and facilities in honor of a person or persons in accordance with established Board policy.

(s) **To Designate an Agent.** To designate such agents as it deems necessary and efficient to solicit and receive gifts for the benefit of the University.

(t) **To Exercise Authority Reserved to the Board.** To exercise all authority expressly reserved to the Board by recorded resolution or motion, or in rules which have been or are hereafter adopted or amended by the Board pursuant to the provisions of the Administrative Procedure Act, Chapter 34.05 RCW. (See Appendix A.)

(u) **To Retain All Authority Hereafter Delegated to the Board.** To retain all authority which may be hereafter delegated to the Board by the Legislature of the state of Washington, unless such authority is expressly delegated to the President or President's designee in these rules or by duly adopted resolution.

2.4 **Conflict of Interest Standards**

The following standards apply to each member of the Board of Trustees of Western Washington University and are intended to serve as guidance for everyone serving on the Board.

(a) **Fiduciary Responsibilities.** Members of the Board serve the public trust and have an obligation to fulfill their responsibilities in a manner consistent with this fact. All decisions are to be made solely on the basis of a desire to promote the

best interests of the institution and the public good. The University's integrity must be considered and advanced at all times.

Trustees are often involved in the affairs of other institutions, businesses, and organizations. An effective Board may not always consist of individuals entirely free from perceived, potential, or real conflicts of interest. Although most such conflicts are and will be deemed to be inconsequential, it is every Trustee's responsibility to ensure that the Board is made aware of situations at the University that involve personal, familial, or business relationships.

(b) **Affirmation and Disclosure.** The Board requires each Trustee to annually affirm that the following standards must be adhered to:

1. **Board disclosure of personal, familial, or business relationships.** Each Trustee will disclose to the Board any personal, familial, or business relationship that reasonably could give rise to a perceived, potential, or real conflict of interest, as any such may arise.

   i. **Public disclosure.** Trustees are required by RCW 42.17.240 to file annual statements with the Public Disclosure Commission relating to business interests and receipt of gifts.

   ii. **Completion of disclosure form.** Trustees must annually complete the disclosure form provided by the University. The completed forms are retained in the Office of the President.

2. **Disclosure of potential or real conflict of interest.** In the event there comes before the Board a matter for consideration or decision that raises a potential or real conflict of interest for any Trustee, the Trustee shall disclose to the Chair of the Board the existence of a potential or real conflict of interest as soon as possible.

3. **Recording of disclosure in minutes.** The disclosure shall be recorded in the minutes of the meeting where a vote by the Board will occur on the matter.

4. **Seeking counsel regarding disclosure.** In the event a Trustee is uncertain as to the need to make disclosure in a particular instance, the Trustee should seek counsel from the Chair and/or the President of the University. They, in turn, may elect to consult with legal counsel. A Trustee who is aware of potential or real conflict of interest with respect to any such matter shall not vote or participate in discussion in connection with the matter. That Trustee's presence may not be counted in determining whether there exists a quorum for purposes of validating the vote on the matter.

(c) **Situations Which Constitute Conflicts of Interest.** While it is difficult to list all circumstances which create conflicts of interest for individual Trustees, the law defines some situations as prohibited actions. These include:

1. **Assisting another person, whether or not for compensation, in any transaction with the University.** Example: Trustees cannot effect the admission of individual applicants for student status. Trustees might well be

involved in admission standards through delegation, but do not make decisions on individual applications.

2. **Use of University resources for personal benefit.** Example: Trustees cannot have office space to conduct their personal business on campus.

3. **Use of official authority for personal gain.** Example: Trustees cannot vote to extend a contract to a business in which they have a significant financial interest.

4. **Receipt of gifts, gratuities, and favors.** Example: Trustees cannot accept money from businesses with which the University has contracts as an inducement from the business to execute/extend a contract; and if gifts have been received during a reporting period, the Trustee must report them to the Public Disclosure Commission.

SECTION 8

AUTHORITY, POWERS, AND DUTIES OF THE PRESIDENT

8.1 **President Responsible to the Board.** The President of the University is directly responsible to the Board and subject to its direction.

8.2 **Primary University Representative.** In both internal and external affairs, the President shall be the primary representative and spokesperson for the institution to the public. In the internal operation of the University, the President shall be expected to exercise leadership and direction in the management of the University while maintaining effective working relationships with faculty, students, staff, administrators, new internal governance units, and unions representing faculty and staff.

8.3 **Principal Administrative Officer.** The President shall be the principal administrative officer of the University and shall have general supervision of all operations and programs of the institution.

8.4 **Delegation of Appointing Authority.** The Board delegates to the President the authority to appoint, in the name of the Board, all employees of the University, which include faculty, professional staff, classified staff, and others. Appointments shall be made in writing with copies retained in the individual personnel files. The President shall periodically provide an informational report to the Board concerning faculty appointments. The President is authorized to further delegate appointing authority to the Vice Presidents or other designees.

8.5 **Administrative Performance Review.** The President is responsible for conducting periodic performance reviews of administrative staff.

8.6 **Delegation as to President's Relatives.** The Board hereby excepts from such delegation of authority in this paragraph the authority to appoint any employee of the University who is related to the President either as sibling, parent, spouse, or offspring. The Board hereby delegates to the Provost the authority to make such hiring decisions, subject to Board review, action, and approval. The Provost will have responsibility

pertaining to making letters of offer, evaluations, salary modification, and supervision of any such employee, subject to the review of the Board.

8.7   **Appeal of Denial of Tenure.** If the President denies tenure, the candidate may appeal the denial to the Board, which may conduct an adjudicative proceeding pursuant to the Administrative Procedure Act (Chapter 34.05 RCW). (See Appendix A.)

8.8   **President Administers Board Policy.** The President shall carry out all rules, regulations, orders, directives, and policies established by the Board, and shall perform all other duties necessary or appropriate to the administration of the University.

8.9   **Banking, Credit, and Investment Authority and Further Delegation.** The President of the University shall have the authority to negotiate banking and credit card services, to periodically open and close bank accounts, and to purchase and sell investments in accordance with the Revised Code of Washington, Washington Administrative Code, and University policy. The President may delegate this authority to other administrative officers.

8.10   **Security Management Authority and Further Delegation.** The President is fully authorized and empowered to sell, assign, transfer, or otherwise dispose of any and all donated types and kinds of securities, including, but not limited to, stocks, bonds, debentures, notes, rights, options, warrants, and certificates of every kind and nature whatsoever; to enter into agreements, contracts, and arrangements with respect to such security transactions, whether with securities-related individuals or agents; and to execute, sign, or endorse on behalf of Western Washington University. The President may delegate the authority to other administrative officers.

8.11   **Board Delegation of Authority and Further Delegation.** The President of the University shall have the authority to exercise in the name of the Board all of the powers and duties vested in or imposed upon the Board by law, except as otherwise specifically reserved or determined by the Board. This grant of authority is general in nature and is as broad and comprehensive as is allowable by law. Except as limited by the Board, the President may delegate authority to other administrative officers or units of internal governance where necessary or appropriate for the effective administration of the University.

8.12   **Organizational Structure.** The organizational structure of the University will be established by the President except as otherwise specifically determined by the Board.

8.13   **President at Board Meetings.** The President shall be entitled to be present at all regular or special meetings of the Board. The Board may, with the knowledge of the President, hold executive sessions out of the presence of the President to discuss appropriate matters. The substance of the discussions by the Board in executive session will be transmitted to the President by the presiding officer of the Board.

8.14   **Board and President Relationship.** The essence of the relationship between the Board and the President shall be one of full mutual confidence, completely open communication, and close consultation.

8.15   **Prompt Report Required Regarding Non-Compliance.** If the President fails or refuses to implement or enforce a policy, rule, or regulation which has been adopted by

the Board, the President shall promptly inform the Board in writing of the reasons for such failure or refusal.

8.16   **Emergency Contract Authority.** The President shall have the power to enter into emergency contracts and agreements without complying with the provisions of these rules, when essential for the protection of health, safety, or property. Such actions shall be immediately reported to the Board.

8.17   **Acting President in the Event of a Vacancy.** If a vacancy occurs in the Office of the President, the Provost or principal academic officer shall act as President, unless otherwise determined by the Board.

8.18   **Responsibility for Search Process.** When it becomes necessary to name a new President, it is the responsibility of the Board to establish criteria, organize and supervise the selection process, and name the appointee. The final selection shall be the sole responsibility of the Board.

8.19   **Presidential Service.** The President serves at the pleasure of the Board.

UFWW

UFWW

Est. 2006

United Faculty of Western Washington

SECTION 3 FACULTY SENATE

The University and the Union acknowledge the role of the Faculty Senate in shared
governance. The Union represents faculty interests on wages, hours, and terms and conditions
of employment. The Union shall endeavor to work collegially with the Senate.

UFWW

SECTION 5 MANAGEMENT RIGHTS

5.1 Unless specifically and expressly limited by the terms of this Agreement, the University retains all the customary and usual rights, decision making, management prerogatives, functions and authority connected with or in any way incidental to its responsibility to provide overall leadership toward achieving all aspects of the University's mission and to manage the University or any part of it.

5.2 Unless otherwise expressly restricted by a specific provision of this Agreement, the University has the sole and exclusive right, in its discretion, to exercise the following rights, which are not meant to limit the provisions of 5.1:

    A. Determine institutional quality standards in order to achieve the University's mission and strategic goals.

    B. Control and manage operations and supervise and direct the work force.

    C. Determine academic programs to be offered, how and when courses shall be scheduled and delivered to achieve strategic goals.

    D. Determine, control and regulate operation of equipment, technology, facilities, physical plant and grounds, location of operations, closing of existing locations, and the relocation of work to achieve strategic goals.

    E. Plan, establish, modify, reorganize, create, merge or eliminate programs, departments and courses of instruction.

    F. Determine duties and responsibilities of bargaining unit members, standards of performance evaluation, assignments, responsibilities to be performed, scheduling of those responsibilities, persons employed, promotion, transfer, non-appointment, non-renewal or reassignment.

    G. Determine the number, composition and type of academic and non-academic staff.

    H. Control and direct expenditures from its funds and allocate resources.

I. Develop, interpret, amend and enforce written policies and procedures governing the work force that do not conflict with specific provisions of this Agreement.

J. Enter into contracts, cooperative arrangements, articulation agreements or other agreements with other educational institutions for the purpose of providing educational services to its students.

K. Discipline and terminate bargaining unit members in accordance with the process in this Agreement.

L. Adopt, revise and delete provisions of the Faculty Handbook.

Constitution of the Faculty of WWU and Faculty Senate Bylaws
University Planning and Resource Council

BL7.4 University Planning and Resources Council *[March 2014]*

The University Planning and Resources Council (UPRC) shall be responsible to the Faculty Senate for the formation and review of policy and procedures in all aspects of University Planning and allocation of resources, with special emphasis on matters of concern to the faculty. The responsibilities of the UPRC shall include:

1. Assuring that the council is well-informed about issues regarding planning at the University, as well as its financial operations and financial status.

2. Regular review of the University Strategic Plan, either on the UPRC's own initiative, or as requested by the President, the Provost, or the Faculty Senate.

3. Recommendation of priorities to be used in preparing the University's biennial operating and capital budget request, in the allocation of appropriated resources, and in consideration of budget reductions.

4. Examination of resource implications for major changes in the academic program. From time to time the Council will review the adequacy of the resources devoted to existing programs.

5. Participation in the allocation of resources appropriated by the legislatures and review of how allocated resources are used at the University. It is not the role of the UPRC to attempt to direct or control the planning and budgetary process within the colleges and non-academic units, other than to provide broad general priorities.

BL7.4.1 Membership of the UPRC shall be as follows:

a. Thirteen (13) faculty members to include: One faculty representative from each of the Colleges and the Library appointed by the respective college or library faculty governance committee for two year terms (8). To ensure effective communication between colleges and UPRC, each faculty representative will either be a standing member of his/her respective college governance committee or serve *ex officio* on his/her college governance committee;

b. Two at-large faculty apportioned by the Faculty Senate and appointed by the respective college or library faculty governance committee annually (2); one faculty elected by and from the ACC annually (1); one faculty elected by and from the Faculty Senate annually (1), and a Chair appointed by the Faculty Senate for a two-year term (1);

c. The Associated Students Vice President for Academic Affairs, and one student appointed by the Associated Students Board of Directors annually;

d. One representative of the classified staff appointed annually;

e. One presentative of the Professional Staff Organization appointed annually;

f. The Executive Director of University Planning and Budgeting, *ex officio*, non-voting;

g. Each university vice president or representative, *ex officio*, voting, including the Vice Presidents of 1) Academic Affairs, 2) Business and Financial Affairs, 3) Enrollment and Student Services, 4) University Advancement, and 5) University Relations.

University Planning and Resources Council members are appointed Spring Quarter. The members of the Council will elect a vice chairperson each spring after the appointment of new members to the Council.

The chair will receive released time of 0.33 FTEF release time, unless changed by the Faculty contract, from other duties to carry out the responsibilities of his/her office. The partial FTEF shall be returned to the UPRC chair's unit. The Provost shall arrange administrative support for the UPRC.

BL7.4.2 Executive Committee

The Executive Committee of the UPRC shall be made up of the chairperson, vice chairperson, the Associated Students Vice President for Academic Affairs, and the Provost. The Executive Committee is responsible for setting the meeting agendas, and is empowered to cancel meetings if there is not sufficient business or call extra meetings if they are necessary to complete business. The recorder also attends.

BL7.4.3 Meetings

The UPRC will meet fortnightly on Wednesday at 4:00 p.m. Copies of the approved minutes of meetings shall be forwarded to the Faculty Senate for approval and to college governance committees for discussion as soon as possible.

Western Washington University

ASSOCIATED STUDENTS CHARTER
2010

Preamble

We, the Students of Western Washington University, have the right and responsibility to achieve a system of shared governance. For this purpose the Associated Students of Western Washington University (ASWWU) has been established. The ASWWU will:

- Foster students' rights and responsibilities
- Promote the general welfare of students
- Establish channels of communication within the University
- Represent student interests and opinions to the University Administration, Board of Trustees, and appropriate governmental agencies

Article I - Membership

The membership of the ASWWU shall include all full-time, part-time, graduate, and undergraduate students who are registered for a minimum of one academic credit at Western Washington University.

Article II - Recognition

The ASWWU shall be the officially recognized student government of Western Washington University with the privileges associated with this recognition provided to by the Board of Trustees and state legislature. The ASWWU shall derive its authority to participate in the University governance from the Board of Trustees of Western Washington University.

Article III - Responsibilities

<u>Section 1.</u> The ASWWU, as the primary representative of the students shall make every effort to meet the needs and concerns of the students.

<u>Section 2.</u> The ASWWU membership shall elect a Board of Directors to a one year term, each academic year.

<u>Section 3.</u> The Board of Directors are elected:
   a. To serve as the representatives of the ASWWU to the Board of Trustees through the President, University Administration, Faculty Senate, State of Washington and other entities as necessary

b. To make every effort to encourage student involvement in the development of university policies
c. To consult with and report to any university bodies on matters of concern to students
d. To be aware of university actions concerning students
e. To inform the university community of actions taken by the ASWWU

Article IV ~ Granted Authorities

Section 1. The ASWWU shall be granted the authority to fulfill its responsibilities within the provisions set forth herein and to act in any University-related matter not specified within the constraints of University regulations, policies and procedures. In addition, the ASWWU shall also have the following granted authorities:

a. To administer and appropriate monies allocated to the ASWWU by the Services and Activities Fee Committee to ensure continuous, safe, and efficient operations

b. To obtain and review information made available on the affairs of the University

c. To be included in the development of recommendations for the allocation of University funds

d. To appoint student representatives to standing University committees, and other bodies upon request

e. To be consulted with and be given reasonable opportunity to provide recommendations regarding any increases and renewals of all mandatory and voluntary student fees

f. To be provided by the University Administration all information pertaining to the usage of student fee dollars

g. To have a majority of student voting membership on fee committees overseeing mandatory and voluntary student fees with exception to the operating and building fees

h. To reserve the right to have a student chair, in consultation with the University President or designee, on all committees overseeing and appropriating mandatory and voluntary student fee dollars with exception to the operating and building fees

i. To employ students and staff in a manner consistent with those articles, regulations, policies and procedures of the University

j. To allow the ASWWU Board of Directors to make decisions in creating and overseeing a program of student activities and services. These decisions may be reviewed by the University President or their designee
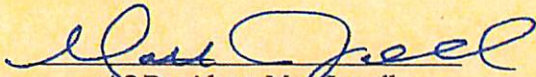
Article V - Agreements

Section 1. The ASWWU acts in partnership with the administration through involvement in the development and recommendation of general policy for the bookstore in addition to managing the net operating revenues of the AS Cooperative Bookstore.

Section 2. The Viking Union shall serve as the primary facility, provided by the University, for the ASWWU and its operations. The Viking Union will, in good faith, consult with the ASWWU regarding changes to the facility and operations of the Viking Union.
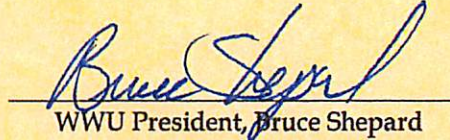
Section 3. The ASWWU may only be abolished by a vote of the membership of ASWWU. In such case the powers given herein become null and void.

Article VI - Bylaws and Amendments

The ASWWU shall have the authority to adopt bylaws, as necessary, to govern its organization and structure in a manner consistent with this charter and the policies, regulations, and procedures of the University. All amendments to this Charter must be approved by the ASWWU Board of Directors and the University President.
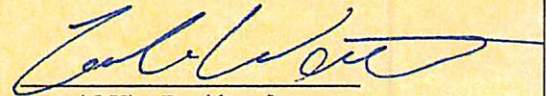
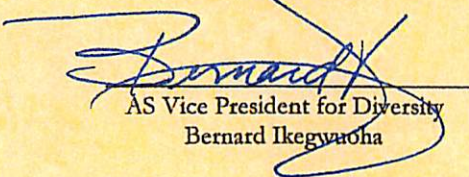AS President, Matt Jarrell

WWU President, Bruce Shepard

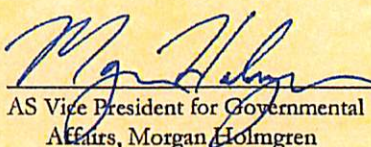AS Vice President for Business & Operations, Virgilio Cintron

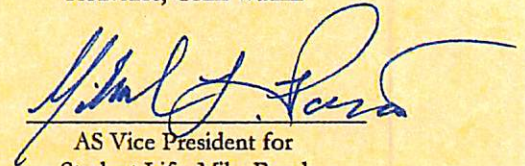AS Vice President for Academic Affairs, Ramon Rinonos-Diaz

AS Vice President for Activities, Colin Watrin

AS Vice President for Diversity Bernard Ikegwuoha

AS Vice President for Governmental Affairs, Morgan Holmgren

AS Vice President for Student Life, Mike Pond

Associated Students of Western Washington University
Board of Directors

A Resolution Regarding Shared Governance Accountability
Date

WHEREAS, students at large are unaware of the shared governance structure of Western Washington University; and,

WHEREAS, the Associated Students Board of Directors have an overload of position responsibilities that gives them limited time to be able to talk to students about concerns; and,

WHEREAS, many committees, governance structures, policy, and decision making information are available online, but is difficult for student to access; and,

WHEREAS, university committees are often dominated by faculty, staff, and administration, which creates a power dynamic with decision making processes; and,

WHEREAS, 34% of all student positions in Associated Students and University committees are unfilled; and,

WHEREAS, there is no centralized way for current student committee members to share information with one another after they are appointed by the AS Board of Directors; and,

WHEREAS, there is no collaboration or accountability for a centralized way for programs, offices, courses, or any outreach that empower students to be involved in university decision making body and shared governance structures that ensure students are be able to communicate and advocate for their needs; and,

WHEREAS, once student representatives are appointed to university committees, there is no accountability in making sure that their voices are actually being heard, they are actively participating and in attendance, and the space is made to be safe for students; and,

WHEREAS, there is a disconnect between academic committees and the Associated Students, academic and departmental clubs, and students at large; and,

BE IT RESOLVED, the Associated Students provides a centralized posting physical space with information about shared governance and ways for students to get involved in committee representation and advocacy.

BE IT ALSO RESOLVED, the Associated Students urge University Committee chairs to be mindful of student workload, and provide a guiding document with adequate training and outreach to students that are going to be sitting in their committees.

BE IT ALSO RESOLVED, the Associated Students urge the university president and its cabinet, including the Dean of Students unit to have public and accessible office hours available for students at large to meet.

BE IT ALSO RESOLVED, the Associated Students and the AS Structure Review Committee examine staffing needs of the AS and look into funding a full-time staff advisor for student government including the Board of Directors, Student Senate, and a liaison for AS and University Committees in order to have a cohesive and centralized governance structure for the AS.

BE IT ALSO RESOLVED, the Associated Students urge university committee chairs to increase the number of student voting representatives, and make sure that students have the autonomy and agency for their voices to be heard.

BE IT ALSO RESOLVED, the Associated Students work with Faculty Senate to increase the student voting membership in all Faculty Senate standing committees, college curricular committees, college governance councils, and restructure the duties of the AS Vice President for Academic Affairs, and the upcoming Student Senate.

BE IT ALSO RESOLVED, the Associated Students Board of Directors summer orientation include an in-depth overview of committee responsibilities and their role in representing student needs.

President
Click here to enter text.

Vice President for Business & Operations
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Vice President for Academic Affairs
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Vice President for Activities
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Vice President for Diversity
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Vice President for Governmental Affairs
Click here to enter text.

Vice President for Student Life
Click here to enter text.

WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
MEETING MINUTES
THURSDAY, MARCH 3, 2016

1. CALL TO ORDER

Chair Karen Lee called the special meeting of the Board of Trustees of Western Washington University to order at 5:02 p.m., in the Boardroom, Old Main 340, in Bellingham, WA.

Board of Trustees
  Karen Lee, Chair
  Sue Sharpe, Vice Chair
  Earl Overstreet, Secretary
  Betti Fujikado
  Chase Franklin
  John M. Meyer
  Mo West
  Seth Brickey

Western Washington University
  Bruce Shepard, President
  Brent Carbajal, Provost and Vice President for Academic Affairs
  Eileen Coughlin, Senior VP, Vice President for Enrollment and Student Services
  Richard Van Den Hul, Vice President for Business and Financial Affairs
  Steve Swan, Vice President for University Relations and Community Development
  Molly Ware, Faculty Senate President
  Roger Leishman, Assistant Attorney General
  Paul Cocke, Director of University Communications
  Barbara Sandoval, Secretary to the Board of Trustees
  Elissa Hicks, Assistant Secretary to the Board of Trustees
  Belina Seare, Associated Students President
  Zachary Dove, Associated Students Vice President for Academics
  Israel Rios, Associated Students Vice President for Activities
  Hannah Brock, Associated Students Vice President for Business and Operations
  Abby Ramos, Associated Students Vice President for Diversity
  Patrick Eckroth, Associated Students Vice President for Government Affairs
  Emma Palumbo, Associated Students Vice President for Student Life

2. WELCOME AND INTRODUCTIONS

Chair Karen Lee welcomed everyone to the special joint meeting of the Western Washington University Board of Trustees and the Associated Students of Western Washington University, adding that she was honored and excited to participate in the meeting. Lee reminded participates of the ground rules for a special meeting, noting that there would not be an opportunity for public comment and that discussion must stay within the framework of the agreed upon and noticed agenda. She also reminded participants that the purpose of the meeting was not to make decisions, but rather open up the lines of communication, discuss process, and learn about university governance.

Lee thanked the student representatives for coming and for their desire to ensure that all voices of students are represented. She thanked the trustees who put aside their personal and professional commitments to make time to meet with students. Lee asked the participants around the table to introduce themselves by name and explain why they chose to come to Western.

3. GOVERNANCE AT WESTERN: ROLES AND RESPONSIBILITIES

- *Faculty Governance — Role and Process of Students in Faculty Agenda Setting*

Molly Ware, Faculty Senate President presented slides showing the Western's Shared Governance Organization Structure and a roster for the Faculty Senate Membership to illustrate the various paths for campus governance and the different academic areas that are represented in the faculty senate. Ware explained that students have a representative on each Senate adding that students can influence the committees by participating and bringing student issues forward during their reports at each meeting. She described an example of student's bringing forward their desire to include classroom climate on all course evaluations and explained how the committee openly deliberated on what the outcome would be. She said that students were welcome to engage and connect with Faculty Senate leadership directly about ideas they may have.

Trustees asked about committees and student representation. Zachary Dove, AS VP for Academics responded that he personally sits on 18 committees noting that it is difficult to manage while being a student. He said that at the end of his term he would be submitting a report to address time management issues and how the AS representatives could be more effective on Senate committees. Trustees also had questions about past governance cooperation on campus. Past Faculty Senate President Spencer Anthony Cahill responded that over the past eight years he has noticed that the transparency for decision making and governance has greatly improved all over campus.

Ware said that the faculty senate is in a good place but is always looking for ways to better the engagement and cooperation with the Associated Students and improve campus wide governance.

- *Student Governance – Prioritization and Selection of Student Agenda; Communication and Representation with Campus Governance Organizations*

Emma Palumbo, AS VP for Student Life reported that currently there are no official ways to set AS priorities or agendas for the year, noting that the leadership team met at the beginning of the year to set priorities based on campus feedback and personal platforms. Hannah Brock, AS VP for Business and Operations provided background on the structure of the AS, which includes communicating directly with all students; overseeing all AS offices; no student senate structure, and short terms with frequent turn over. Brock said that a review is underway to look at the possibility of reinstating the Student Senate as a way to more effectively receive student feedback. As part of the review AS models from around the country and best practices are being looked at to try and improve the effectiveness of the AS Board. The Board acknowledged their current structural limitations in accessing student's genuine concerns.

Trustees asked how the AS Board oversees both programs and governance participation and expressed concerns about the disproportionately heavy workloads for seven students. There was discussion on how to spread the workload around and get more students involved with governance. Brock said that the student senate was put on hiatus in 2013 due to lack of participation, which ultimately has limited the Boards ability to interact directly with students. There was discussion on the benefits and drawbacks of several approaches including paying a student senate or the potential for credits.

Trustees asked what student empowerment means to the AS Board. Abby Ramos, AS VP for Diversity and Belina Seare, AS President said that they see student empowerment as student voices being listened to and prioritized by the administration, that governance should be more accessible and transparent to students and access to information and representation on campus decision making processes be open.

- *Western Governance – Role of Trustees and Administration in Hearing and Engaging Student Voices*

Chair Lee introduced Trustee Seth Brickey and asked him to present on campus governance at the Board level. Trustee Brickey thanked the Board's partners in governance for joining the meeting and for taking the opportunity to meet together. He briefly describe the Board of Trustees and administration's role in University governance, saying that the Board of Trustees are appointed by the Governor of Washington who has given the Trustees a mandate to govern the University on behalf of the people of Washington. He said the trustees hold mandate in the highest regard, just as the Associated Students and the Faculty Senate do with their respective constituencies.

Brickey recognized that it takes more than a board of eight individuals to make this institution function and function well and equitably. He said that it takes the hard work and dedication of students, faculty, and administrators to make Western's mission and strategic goals come to life. Brickey said that in recognizing the Trustees own limitations as volunteers with limited expertise in managing the daily operations of a University, the Trustees have delegated power to the President and his designees to exercise power on their behalf. He says the trustees see that as a way to efficiently handle the operations and concerns of the university, while retaining full legal responsibility for the actions, policies, and processes of the University.

Brickey said that the Board values the position and judgment of the President and respects the established governing process that is intended to ensure that all stakeholders' concerns can be heard and addressed accordingly.

Brickey said that historically, the trustees have relied on the AS, as elected representatives of the student body, to be the primary advocates of the student voice. However, he said that based on the conversation at the meeting, that might be a big challenge for seven full time students to undertake alone and clearly more conversation was needed to help make student governance more effective and engaging. He said that the Trustees believe a strong student voice is paramount to a strong Western and they hope to build upon open lines of communication to support the Associated Students as invaluable stakeholders.

President Shepard spoke about shared governance from his perspective by engaging various stakeholder groups on the campus by committees such as the University Planning and Resources Council and President's Cabinet meetings that bring representatives together to discuss issues and bring ideas forward to the administration and the Board of Trustees. Shepard said that as president he will not undercut any constituency group and that each group needs to come to the administration with ideas that are collectively agreed upon in order to move forward.

4. SHARED GOVERNANCE - LOOKING TO THE FUTURE

Chair Lee turned the conversation to looking to the future of shared governance on campus. She said that over the course of the meeting she has heard examples of the following:

- The organization chart for Faculty Senate is difficulty to navigate
- How agendas are set and moved forward are not easily understood by people on campus.
- Roles of different governing groups are not clearly defined.
- Student leadership and representation groups have short terms which does not allow a lot of long range planning
- Student leadership is overloaded with overseeing both student programs and student governance. This model is being reviewed compared to best practices around the country.

AS members said they are working on a document that would more clearly describe the roles and responsibilities of different governance groups on campus to provide transparency to the process for future student leadership. They suggested that administration could be more available to students by holding office hours in order to have more direct contact with stakeholder groups and help the students connect with the administration. Meeting attendees also suggested that it would be a good idea to look into offering credits for a new student senate adding that it would fit perfectly with Western's mission of active minds, changing lives, by allowing those who want to be part of the process to more easily fit it into their education schedules and truly participate in the shared governance process. AS President Belina Seare commented that the challenges for the AS are cyclical problems, the same problems are still there and students are saying the same things over and over because of a lack of representation in the Associated Students. Meeting attendees discussed looking critically at things and always striving to improve both communication and processes in order to make things better for all. Structures can always improve, but it is important for things to be as accessible and simple as possible.

5. CLOSING COMMENTS

Chair Lee thanked everyone for their participation and collaboration and expressed the trustees' hope that the lines of communication stay open and innovation continues for campus shared governance and the relationships continue to grow between all parties. Students also expressed their gratitude for the conversation and hope to see it as a beginning and not an end.

6. The meeting adjourned at 6:39 p.m.

Principles of Shared Governance

Principles of Shared Governance

⋒ FACULTY GOVERNANCE AT EASTERN WASHINGTON UNIVERSITY

Shared governance formally recognizes that the planning and development of university-wide policy is a responsibility delegated by the Board of Trustees to be shared between the administration and the faculty, and regular channels of communication must be maintained so that the Faculty Organization (FO), the United Faculty of Eastern (UFE), and the administration can discuss issues and concerns among themselves, together, and with the Board of Trustees and then articulate formal faculty positions.

THE FACULTY ORGANIZATION

The Faculty Organization is one part of Eastern's system of shared governance, the others being the United Faculty of Eastern (UFE) and the Administration of the university. The agreement which details Eastern's system of shared governance is outlined in **EWU Policy 101-02, University Governance** (https://sites.ewu.edu/policies/policies-and-procedures/ewu-101-02-university-governance/) of the University Governance System section of the Eastern Washington University Policies and Procedures manual. Faculty Organization is the name given collectively to the Academic Senate, its councils, committees, and subcommittees.

SHARED GOVERNANCE

The collegial model of shared governance, which was adopted by EWU in 1984, formally recognizes that the planning and development of university-wide policy is a responsibility delegated by the Board of Trustees to be shared between the administration and the faculty. The administration fulfills its part of this shared responsibility through the administrative hierarchy, which is designed to administer policy and programs through EWU's system of departments, schools and colleges.

The faculty fulfills its responsibility in two ways: 1) through a system of departments, schools, and colleges designed to plan, develop and implement policies and programs inherent to the unit and to express judgment on personnel matters; and 2) through the Academic Senate, which, by a network of representative committees and councils, articulates formal faculty positions on policy matters along with the United Faculty of Eastern.

Collegiality, a key principle in any system of shared governance, recognizes and encourages the distinction between policy development and policy administration. There are two other principles necessary to the shared governance system: consensus and communication. Rather than majority rule, the system demands that there be prior consultation based on full and adequate documentation of need for new or changed policies or programs. It also requires that all parties be informed and that there be communication to build the confidence of all parties in the judgments and decisions being made. Shared governance cannot succeed without open, uninhibited discussion among all parties concerned. In keeping with the principle of consensus, there shall be no unilateral action by any party in the absence of such discussion. Regular channels of communication must be assured so that the faculty organization, the UFE, and the administration can discuss issues and concerns within each unit, together, and with the Board of Trustees. While sufficient time must be allowed for full participation, all parties must agree to respond in a timely manner to the issues that are brought forward for faculty consensus.

The President of the Faculty Organization sits on the President's Cabinet and reports on faculty issues at each meeting of the Board of Trustees. Faculty members of the various Faculty Organization Councils interact with administrative officers and attend policy development meetings to assure that communications are ongoing between administration and faculty. This is where the structure of the Faculty Organization becomes important.

Sidebar navigation:

- Faculty Organization
- Senate Calendar
- Meeting Documents
- Academic Policies
- Senate Activities
- **Principles of the Faculty Organization and Academic Senate**
  - Overview
  - Faculty Values Statement
  - Principles of Shared Governance
  - Constitution of the Faculty Organization
  - Faculty Engagement/Selection/Participation (ESP) Policy
- **Faculty Org/Council & Committee Info**
- **General Education Review and Reform**
- **Faculty Organization Blog**

EWU 101-02: University Governance

Chapter 3 – Governance
3-1. Shared Governance

Eastern Washington University uses a collegial model of shared governance focused on timely communication and genuine dialogue. Shared governance is directed at matters pertaining to the planning or development of university-wide policy and not at the administrative implementation of such policy. Should a conflict exist between any provisions of this policy and the EWU/UFE Collective Bargaining Agreement (CBA), the CBA provisions will prevail.

A collegial model of shared governance formally recognizes a shared responsibility in the conduct of matters pertaining to the planning or development of university-wide policy. Legal authority rests with the board of trustees and is delegated to the administration and the faculty. The administration discharges its responsibility through its organizational structure, which administers the policies and programs of the university. The faculty discharges its responsibility (a) through a system of departments, schools, colleges and divisions designed to plan, develop and implement programs and policies inherent to the unit, and to express judgment on certain personnel matters, and (b) the Academic Senate, which, through a network of representative committees and councils, articulates formal faculty positions on policy matters.

The collegial nature of the academic community resides in the common functions and responsibilities of the faculty and the administration in effecting the educational work of the university. Collegial and peer review processes permit the coordination of professional effort in the development and presentation of an educational program.

It is essential for the effective functioning of a shared governance system to have a clear understanding of those university policies for which collegial decision making should hold. Collegiality does not preclude, indeed recognizes and encourages, the distinction between policy development and policy administration.

Effective collegial governance relies heavily upon prior consultation based upon full and adequate documentation of need. It demands leadership which seeks and evokes voluntary support of goals and objectives.

Collegial governance is not to be equated with government by majority rule, but it does place a great emphasis upon the need to develop consensus about the institutional mission, role, goals and objectives. The need for consensus implies that there is a need to inform, communicate and build the confidence of the other parties in the judgments and decisions made. Implicit in such a system is the acceptance of the principle that sufficient time must be allowed for full participation of all parties involved. Also implicit is the principle that all parties involved will respond in a timely manner.

Prudent management recognizes the desirability of delegating authority to the level within the university structure to which responsibility is assigned. Fundamental to the effective functioning of the shared governance model at all levels of determination is open, uninhibited discussion among all parties concerned and provision for each party to present its judgment in the form of recommendations or votes prior to decisions being made. There should be no unilateral action

by any single party in the absence of such discussion. Regular communication channels must be assured whereby both faculty and administration may discuss issues and concerns with the board of trustees.

Academic administrators occupy a special place in the governance structure. Therefore, it is necessary for such administrators to be responsive to the faculty and for the faculty to be substantially involved in the selection and evaluation processes for such administrators. However, it is recognized that these administrators must have a reasonable degree of latitude in carrying out their duties.

3-2. University Governance Bodies

The Faculty Organization and the Associated Students of Eastern Washington University are separate governance bodies within the university. These governance bodies articulate their own constitution and bylaws and are empowered to enact policy and take action within the confines and scope of their authority. They are also empowered to make recommendations on institutional strategies, policies and actions that extend beyond their scope.

All such recommendations of university governance bodies are subject to approval by the president of the university, who will transmit them to the board for review or action as the president deems appropriate, provided that the elected head of the Faculty Organization may convey to the president written recommendations of the Faculty Organization and/or the Academic Senate which shall be presented to the board of trustees (see section 1-3, Academic Policy 301-21).

The board of trustees may delegate to university governance bodies certain appropriate operating responsibilities, provided that such delegation shall in no way set aside the authority or final responsibility of the president of the university, nor the policies or authority of the board of trustees itself. All such delegated responsibility may be revoked by the board of trustees.

3-3. President's Executive Committee

a. Purposes

The role of the Executive Committee (PEC) is to advise the President, provide effective, responsive and informed leadership to the University, and provide penultimate review of recommendations on matters of broad institutional significance. The PEC helps to ensure that the University makes timely progress toward its goal of advancing in strategic directions and enhancing its quality by:

- ensuring that the University successfully meets its mission;
- focusing on the achievement of University strategic goals;
- inculcating the University's core values throughout the organization;
- setting professional, productive, ethical and behavioral expectations throughout the University's policies and practices;
- maintaining the institution's financial and legal integrity; and
- enabling successful leadership throughout the University that reflects trust, integrity, openness, accountability and timely responsiveness.

In practice, the PEC is a forum for discussion and analysis of operational and major policy issues affecting the University. The PEC offers recommendations on University-wide policies and practices, and it provides advice to other PEC members in decisions that are more specific to various programs and parts of the University.

b. Membership

The president shall appoint PEC members.

c. Responsibilities

The primary responsibility of each member of the PEC is to bring individual perspectives to issues of importance to the University in a collegial manner. The prevailing objective is to bring together the best ideas for the good of the University.

Although individual perspectives are shaped by many influences, including individual responsibilities, the PEC is not "representative" in the sense that members are expected to advocate from their positional responsibilities.

This focus on the value of perspective instead of representation enables PEC members to think and speak about issues in an open environment.

Thus, the greatest good for the University is the only criterion on which members offer intellectual contributions to the deliberations of the PEC .

3-4. Governance Statements

University governance statements are binding on the faculty, staff, students and board of trustees of Eastern Washington University. All university governance statements are subject to federal laws, the laws of the state of Washington and the authority vested in the board of trustees. Nothing in the governance statements shall be construed as an abrogation or an extension in any way of any responsibility or power vested in the board of trustees by the laws of the state of Washington. All provisions of this policy are subject to and superseded by the state of Washington's legislative enactments and executive and judicial orders. Policy development and management shall conform to the provisions of EWU Policy 201-01, Policy Management.

5. LOOKING AHEAD STRATEGICALLY

STRATEGIC PLANNING
Framing the Conversation
February 8, 2017

Through the formation of a university-wide Strategic Planning Committee in the fall of 2016, the Western community has been engaged in a strategic planning process started in earnest in January 2017. Over the past 12 months, the SP Committee has engaged in a comprehensive process, including:

- Initial listening sessions inside and outside the University community, including 30 focus group sessions, open forums and surveys of faculty, staff, students, and alumni.
- An environmental scan of the higher education landscape and institutional strengths and areas of improvement.
- Preliminary identification of goals and objectives, representing common ideas emerging from the feedback process, and reframing of mission and statements.
- Identification of a new peer list.
- Campus feedback on preliminary goals and objectives.
- Revision of goals and objectives, and mission and vision statements.

Concurrently, the University administration worked on identifying the key themes that emerged from the broad range of goals and objectives articulated in the work of the Strategic Planning Committee. The themes too have been refined as the strategic planning process evolved.

The pre-retreat material includes:

1. Flowchart summarizing the strategic planning process.
2. Final Report from the Strategic Planning Committee, which outlines the four goals and related objectives, and a fairly comprehensive list of metrics that cut across all goals and objectives.
3. Companion document to Item #2, which provides an executive summary of the plan, a brief description of the three over-arching emerging themes, and a short list of metrics to measure Western's overall mission fulfillment.
4. A list of metrics that was shared with the Board of Trustees as part of the Presidential evaluation process in October 2017. We plan to reconcile this list with the metrics identified by the Strategic Planning Committee.
5. Presidential Leadership Profile document, included here as a reference source, as it is likely to continues to be referenced in various futures conversations.

Document #2 and Document #3, taken collectively, represent Western's strategic directions, going forward.

As you reflect on these documents, please consider the following questions:

1. Do the strategic directions, as articulated in the themes and goals/objectives, help us position Western strategically with key constituencies (legislature, industry, donors)?
2. Do the strategic directions, as articulated in the themes and goals/objectives, enable us to focus the work and energies of the University faculty, staff, and students to advance Western?
3. Are the top-level metrics and stretch goals (as defined in Document #3) appropriate?
4. How would the Board like to close this process, including communication with the University community?

Strategic Planning (SP) Committee

Advisory Leaders:
- Brent Carbajal (Provost)
- John Bower (UPRC)

Co-Chairs:
- Brian Burton (AA)
- Paqui Paredes (CHSS)

DECEMBER
2016

- Data around peer institutions
- Forums with faculty, staff, students, and external partners
- Survey of faculty, staff, students, and alumni
- Internal documents
- National trends

MAY
2017

Draft
Goals and Objectives
(SP Committee)

- Campus input on draft

JUNE
2017

Revision 1
Goals, Objectives, Metrics, Initial Thoughts on Vision, Mission, Values
(SP Committee)

- Board of Trustees (Engagement/Input)
- Selected external partners (Engagement/Input)

SEPTEMBER
2017

Revision 2
Vision, Goals, Objectives
Draft SP Document

- Campus review and input (SP Committee)

NOVEMBER
2017

Revision 3
Document Discussion with Board of Trustees

DECEMBER
2017

Final Document
Approved by the Board of Trustees

Western Washington University

Strategic Plan 2018 – 2024

Draft, January 2018

Mission

Western Washington University is a public comprehensive institution that brings positive impact to the state of Washington and beyond through a focus on academic excellence and inclusive achievement by its students, staff, and faculty.

Vision

Western Washington University prepares and inspires individuals to explore widely, think critically, communicate clearly, and connect ideas creatively to address our most challenging needs, problems, and questions.

Values

Academic freedom

Critical thought

Engagement

Equity and justice

Excellence

Integrity

Responsibility

Student success

Sustainability

Western Washington University has a clear mission. As a public comprehensive master's granting university, we positively impact the state of Washington by offering a broad range of programs that lead to professional and academic careers. Western grounds every program in the liberal arts and sciences, enhancing student knowledge, skills, and creativity, and developing engaged citizens who can solve the challenges facing the state, the nation, and the world. Western emphasizes student engagement with faculty, staff, campus programs, and surrounding communities.

Western prides itself on providing quality education. A major strength of Western is our liberal arts and sciences foundation. Another strength is the emphasis upon faculty/student interactions in research, scholarly and creative activities, classes, and community engagement. These strengths help foster informed, engaged, and creative graduates. Western is committed to enabling all students to have high-impact experiences and finding resources to allow all this to occur. We recognize that more can be done to prepare our graduates for success and are committed to continually improve our programs.

Western's location, on the Salish Sea, near an international border, among sovereign Native nations, positions us to better engage with the environment, communities, and cultures, both local and global. To do this, we must respect the varied cultures and histories of the Pacific Northwest and the world at large in our teaching, research, and service.

Western aspires to be a caring community. Our greatest strength is our people—our students, staff, faculty, and alumni. Our community cannot be taken for granted, and much work needs to be done to ensure that every individual at Western can thrive professionally and personally. We must aim at student success, at a workplace where all employees have a voice that is heard and the opportunity to grow. It also means we must connect students, staff, faculty, and alumni to support and sustain each other.

Western is committed to justice and equity. We must open our doors wider to welcome a more diverse student body, but we must also ensure that we provide the environment and resources all students need to be successful. We also need to improve our commitment to provide a safe, just, and equitable University for all students and employees.

Western is committed to inclusive achievement and academic excellence. Below, we list goals and objectives to guide us towards creating a University that provides high quality academic and professional education to serve the State of Washington, the nation, and the world.

Goals and Objectives

Goal #1: Western will provide a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.

> *Western´s educational experience will continue to be rooted in an active teaching and learning environment with a liberal arts and sciences foundation and robust co-curricular, internship, research, creative, and community engagement opportunities. Western will prepare students to be successful and engaged members of society, and will provide the tools to work in and across disciplines to identify and creatively solve key societal problems, both local and global. Western will recruit the best faculty and staff to support the growth and sustained flourishing of programs, departments, and centers that do this vital work.*

A. Strengthen the liberal arts and sciences foundation to ensure and expand student access to the breadth of our undergraduate, graduate, and professional programs.
B. Provide tools and experiences for all students to follow their intellectual curiosity, to work across disciplines, and to develop the skills, knowledge, and habits of mind that will enable them to effectively contribute to evolving societal needs.
C. Increase support and infrastructure for all types of scholarship, research, and creative activity.
D. Ensure that all students have access to high quality educational experiences beyond the classroom.
E. Review and improve general education requirements and programs of study at the undergraduate and graduate levels to ensure they foster the knowledge, skills, and habits of mind required in a dynamic world.
F. Through shared governance, align budgeting, capital planning and development to allow for agility in response to changes in student interests, state needs, and knowledge production and dissemination.
G. Provide technological and other academic infrastructure to support curricular innovation, research, scholarship, and creative activity, civic engagement and social justice.

Goal #2: Western will advance a deeper understanding of and engagement with place.

At Western, we seek to engage place in all of its complexity. Place calls us to recognize debts and obligations to indigenous and Native nations, to the environment and sustainability, and to diverse and rich cultures within and across borders. Place inspires us to study with rigor and precision the complexity, vibrancy, and beauty of land and sea in Washington State and in the Pacific Northwest. Place moves us to think and act thoughtfully and creatively about where we are and how we connect with the wider world. Place beckons us to look at the past with care and to envision the future with curiosity, innovation, and creativity.

A. Take steps to acknowledge and honor the richness and multiple meanings of place, from local to state, national, and global.
B. Support teaching, learning, research, scholarship, creative activity, and programming that engages with place in a respectful way.
C. Support experiences inside and beyond the classroom that help develop an understanding of the region and its communities in all their natural and cultural richness and complexity.
D. Better recognize, honor, and respect the cultures, traditions, languages, rights, and knowledge of the indigenous and Native nations in the region.
E. Weave the ecological, social, and economic dimensions of sustainability into and through the University's practices.
F. Give all students educational experiences both in and beyond the classroom that help them develop the knowledge, skills, and abilities to nurture and create the conditions for people and planet to thrive.
G. Increase engagement between Western and local communities.
H. Increase the experiences through which students, staff, and faculty can engage with communities and environments in multiple regions in the world, both inside and beyond the classroom.

Goal #3: Western will foster a caring and supportive environment where all members are respected and treated fairly.

Western's greatest strength is the outstanding students, faculty, staff, and alumni/ae who make up its community. Western supports an inclusive governance structure for all and provides a learning and working environment in which everyone can thrive.

A. Improve shared governance to ensure that students, staff, and faculty are meaningfully empowered in the university's policies, decisions, and direction.
B. Support student, staff, and faculty wellbeing, including physical health and wellness, mental health, and disability resources based on universal design.
C. Enhance student services and co-curricular opportunities to foster students' intellectual, personal, and professional development and success.
D. Improve climate and working conditions for student employees, staff, and faculty at all locations.
E. Provide competitive compensation and professional development for student employees, staff, and faculty.
F. Expand networks between students, staff, faculty, and alumni/ae.

Goal #4: Western will pursue justice and equity in its policies, practices, and impacts.

Western sees equity, justice, inclusion, and diversity as fundamental principles calling for authentic engagement. Western acknowledges that, as an institution, it has failed to meet the needs of people of many races, ethnicities, creeds, socioeconomic classes, gender identities, sexual orientations, and disability statuses. WWU will contribute to redressing these inequities by transforming policies, structures, and practices to ensure meaningful inclusion.

A. Foster a positive and collaborative campus climate, including the physical environment, that welcomes and affirms the diversity of individuals, groups, cultures, and ideas.
B. Establish, fund and sustain practices of self-examination and continuous improvement to identify, understand, and remediate structural injustices and inequities at Western.
C. Enroll, retain, and support more underrepresented and first-generation students at the undergraduate and graduate levels.
D. Implement model practices to improve our recruitment and retention of a diverse staff, faculty, and administration.
E. Increase affordability of and access to high quality undergraduate and graduate education at all Western's locations.
F. Support and strengthen curricula and other programming that engage issues of access, equity, power, and privilege in and across disciplines.
G. Expand professional development opportunities for all staff and faculty to provide for additional leadership capacity in the effort toward equity and justice.
H. Expand and support respectful collaborative relationships with community partners and underrepresented groups to advance equity and social justice.
I. Pursue just action by taking all appropriate steps to protect survivors and to prevent sexual and other types of violence, discrimination, harassment, and bullying.

Metrics

Metrics are vital ways of measuring progress toward achieving our goals and objectives, and thus toward fulfilling our mission and vision. Those listed below point directly to the strategic plan's four goals, as well as measuring resources we devote to Western's collective effort. The metrics as listed do not have numeric targets attached; we believe those targets are for the Western community to set.

It should be noted that this list is not exhaustive; other measures of Western's performance can and will be identified by units and over time. Second, we understand that not all objectives have a metric that neatly describes whether it is fulfilled; indeed, some objectives are either met or not. Also, we believe strongly that quantitative measures provide only part of the picture of whether Western is succeeding, and we recommend Western implement programs that will allow a more complete picture of its performance to proceed. For example, in addition to regular climate surveys to learn about student, staff, and faculty satisfaction, focus groups similar to those conducted as part of the strategic planning process should be held on a regular basis to better understand the university's climate and areas that need improvement.

The below table lists categories of metrics, not necessarily specific metrics. Where we believe necessary, further explanation is given in notes. The "X" marks in boxes show the primary goal area related to each metric; we understand that metrics can be tied to multiple goal areas.

	Education	Place	WWU Community	Justice/Equity
Goal-specific Metrics				
Graduation rate[1]	X			
Retention rate[2]	X			
Time-to-degree	X			
Student learning outcome achievement	X			
Student-faculty ratio	X			
Student-staff ratio	X			
NTT/TT ratio	X			
Post-graduation placement[3]	X			
Percent of students with high-impact, co-curricular, and extra-curricular experiences[4]	X			
Internal research and creative activity support	X			
Grant dollars received	X			
Overall research and creative activity	X			
Overall graduate and undergraduate student research and creative activity				
Number of interdisciplinary curricular and co-curricular offerings	X			
Assignable classroom square footage per FTE student[5]	X			
Assignable lab square footage per FTE faculty[6]	X			
Number of curricular and co-curricular offerings addressing regional/indigenous issues		X		
Number of curricular and co-curricular offerings addressing global issues		X		
Community engagement opportunities		X		

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[1] Standard practice is to measure the six-year graduation rate for undergraduates and three-year graduation rate for graduate students; we suggest also using four- and five-year rates for undergraduates and two-year rate for graduate students as metrics. Graduation rates should be measured overall and for specific types of student (e.g., students of color, non-traditional students).

[2] We suggest we look at each level of retention: freshman-sophomore, but also sophomore-junior, junior-senior, and first-second year at the graduate level.

[3] This includes employment, graduate school, and other activities such as Peace Corps service.

[4] Such experiences include high-impact practices as defined by AAC&U's LEAP initiative (first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive sources, collaborative assignments, undergraduate research and creative activity [including performances and exhibitions], global learning, serving learning, internships, and capstone experiences), scholarship and creative activity with faculty, study abroad, and nationally competitive scholarships and fellowships.

[5] Includes all space primarily used for group instruction.

[6] Includes, e.g., research lab, studio, and recital space.

Community engagement hours		X		
Impact of community engagement hours		X		
Percent international students		X		
Percent students studying abroad		X		
STARS rating[7]		X		
Net cost of attendance			X	
Scholarship dollars awarded			X	
Employee satisfaction[8]			X	
Employee retention			X	
Student satisfaction[9]			X	
Economic mobility and satisfaction[10]			X	
Average student debt at graduation[11]			X	
Salary equity across demographic groups			X	
Administrative square footage per FTE staff[12]			X	
Percent of students, staff, and faculty of color[13]				X
Percent of women students, staff, and faculty				X
Percent of LGBTQ+ students, staff, and faculty				X
Percent of first-generation students				X
Percent of PELL –eligible and State Need Grant eligible students				X
Number of curricular and co-curricular offerings addressing issues of diversity, justice, and equity				X

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[7] STARS: Sustainability Tracking, Assessment, and Reporting System, from the Association for the Advancement of Sustainability in Higher Education (AASHE).

[8] This is a broad category intended to include measures of all aspects of the employee experience at Western, including support and professional development, and broken down by type of employee and demographic characteristic (e.g., gender, race/ethnicity, etc.).

[9] This is a broad category intended to include measures of all aspects of the student experience at Western, including support such as advising, and broken down by type of student (undergraduate/graduate), major, and demographic characteristic (e.g., gender, race/ethnicity, first-generation, etc.).

[10] This measures the extent to which Western helps students move from lower to higher levels of economic mobility as well as the extent to which Western helps students find careers with which they are satisfied.

[11] This will include both the percentage of students graduating with debt and, for that percentage, the average debt at graduation, for both undergraduate and graduate students.

[12] Includes staff office, general, and support space.

[13] Percentages for this and the following two metrics will include, for students: undergraduate and graduate; for staff: classified, professional, and executive; for faculty: instructor, senior instructor, assistant professor, associate professor, and professor.

Effectiveness of policies and practices addressing diversity, justice, and equity				**X**
Workload differentials[14]				**X**
Assignable square footage per FTE maintenance staff				
Overall Resource Metrics				
Operating and capital State support	**X**	**X**	**X**	**X**
Endowment assets	**X**	**X**	**X**	**X**

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[14] This is a measure of the extent to which members of groups are called upon differentially for committee service, student advising, and other activities.

Peer institutions

Appalachian State University	VA
Cal Poly San Luis Obispo	CA
California State University-Chico	CA
James Madison University	VA
Towson University	MD
University of North Carolina Wilmington	NC
The College of New Jersey	NJ

WESTERN WASHINGTON UNIVERISTY

Strategic Plan 2018-2024

Executive Summary

Western Washington University has a clear mission. As a public comprehensive institution, Western Washington University brings positive impact to the state of Washington and beyond through a focus on academic excellence and inclusive achievement by its students, staff, and faculty.

Established in 1993, Western is one of the top public Master's granting university in the nation. Western prides itself on providing quality education and a broad range of programs that lead to professional and academic careers. Western grounds every program in the liberal arts and sciences, enhancing student knowledge, skills, and creativity, and developing engaged citizens who can solve the challenges facing the state, the nation, and the world.

Western's Strategic Plan provides a roadmap and vision for our future. Led by a university-wide Strategic Planning Committee, the process actively and extensively engaged the university community and relevant external stakeholders in the development of the plan.

The plan recognizes that higher education in the U.S. faces significant challenges, including affordability and student debt, low graduation and retention rates, growing achievement gaps, public skepticism of the value of college education, globalization and the role of technology, and stagnating state and federal investments in higher education. It is informed by the Washington Student Achievement Council's Roadmap Report on education attainment goals and the projected workforce trends in the state. The plan reaffirms our commitment to higher education as a public good, which should be accessible to all qualified students.

The Strategic Plan (SP) articulates four goals to advance Western:

1. Provide a transformative education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.
2. Advance a deeper understanding of and engagement with place.
3. Foster a caring and supportive environment where all members are respected and treated fairly.
4. Pursue justice and equity in its policies, practices, and impacts.

The strategic goals and objectives make good on our commitment to an equitable and transformative education for all our students and on our commitment to increasing Western's impact in Washington and beyond. The three over-arching themes that emerge from the four goals and associated objectives—Advancing Inclusive Success, Increasing Washington Impact, and Enhancing Academic Excellence—reflect our commitment as a community to each other and to the state of Washington.

Goals and Objectives
See document from the SP Committee.

Signature Themes
Three signature themes emerge from the collective set of goals and objectives—Advancing Inclusive Success, Increasing Washington Impact, and Enhancing Academic Excellence. The themes provide Western with an opportunity for distinction, a stronger institutional identity and increased opportunity to have a positive impact in Washington State, nationally and internationally.

Advancing Inclusive Success
Education is our most powerful social and economic equalizer, a true engine for upward mobility. For example, workers with a bachelor' degree or higher accounted for 73 percent of the 11.6 million jobs gained in the recovery after the great recession. In a 2013 report, "Recovery: Job Growth and Education Requirement through 2020," the Center on Education and the Workforce predicted that by 2020, more than 65 percent of all jobs will require some form of postsecondary education and training, and that without major changes in our colleges and universities, the U.S. will be 5 million degrees short of what is needed by 2020.

Higher education is faced with pressures and challenges that we must address, intentionally and effectively, particularly regarding persistence and success of underrepresented students. Only 53 percent of students who enrolled in 2009 in four-year college degree programs graduated in 2015. Between 1970 and 2010, bachelor's degree attainment rates for students from families with income in the top quartile nearly doubled from 40% to about 78%. In contrast, degree attainment for students from the bottom family income quartile has remained essentially constant at about 9%. We are going to see increasingly more students attending our universities from the bottom family income quartiles, which also are more ethnically and racially diverse. The Census, for example, shows a steady rise in Latinx population in Washington, up about 20 percent in the past five years.

We recognize that our most important challenge is to advance inclusive excellence, that is, increase the number of graduates and student success, while eliminating achievement gaps for students from diverse and under-represented socio-economic backgrounds. We have a great platform to advance access and completion, starting with six-year graduation rate of 70 percent that is one of the best in the region.

Increasing Washington Impact

In the next decade, two-thirds of the jobs in Washington will require some form of post-secondary education, yet Washington currently ranks 48th in the nation in participation in four-year public undergraduate education. And, according to the Washington Roundtable, there will be 740,000 job openings in Washington in the next five years, yet only 31 percent of Washington high school seniors go on to earn a postsecondary credential today. Additionally, there are about 700,000 adults in the state who have earned some college credits, but haven't completed a degree; nationally, this number is nearly 40 million.

The Roadmap Report (2013) by the Washington Achievement Council, and adopted by the Washington legislature, calls for education attainment goals that by 2023, all adults in Washington, ages 25-44, will have a high school diploma or equivalent and at least 70 percent of Washington adults will have a postsecondary credential. Currently, these numbers are 90 percent and 51 percent, respectively.

We recognize that to contribute to the future workforce needs in Washington and the region, we need to expand access to our programs, increase persistence and graduation rates, and partner with other education providers to offer programs and credentials to place-bound and non-traditional students.

At the same time, we must prepare our students so they can be successful in a continuously changing work and social environment, where technology and automation are driving employment trends. Western's commitment to faculty-mentored research, creative work and innovative partnerships with public and private organizations will prepare our graduates to thrive in the workplace and provide leadership in the face of rapid change and ambiguity.

Enhancing Academic Excellence

Western provides a transformational education founded on the liberal arts and sciences and based on innovative scholarship, research and creative activity to foster the development of engaged members of a global community.

Making progress on critical issues—from environmental sustainability and climate change, to human health, economic vitality and cultural diversity—requires investing in and nurturing a faculty culture of innovation that cuts across disciplines and integrates knowledge and exploration in our undergraduate and graduate programs.

Western is well positioned to increase its impact and contributions in ways that build upon and maintain the essence of what has made us distinctive. We will continue to enhance the high quality of our undergraduate and graduate programs in the liberal arts and professional programs, while simultaneously extending our reach to become a greater catalyst for regional economic and social development.

Excellence and diversity go hand in hand. Our community will be richer and stronger if members of our community—students, faculty, staff and administrators—are drawn from the widest possible range of socioeconomic and multicultural groups. We strive to expand and deepen our work to build a diverse, inclusive and equitable community and culture: in terms of access and success, curriculum, learning, shared experiences, embedded values and beliefs, and engagement opportunities to create enduring change.

January 26, 2018

Benchmarks for Success

The plan details metrics associated with institutional goals and objectives. Providing access to high quality academic programs, ensuring success of all students, and creating a culture of inclusive excellence will be critical to achieving our aspirations. The metrics below are designed to capture critical elements of our overall mission.

Metric	2015-16	2016-17	Current 2017-18	Target 2024-25
INCLUSIVE SUCCESS				
First-year Retention Rate				
Overall	82.6%	82.1%		≥90%
Students of Color, Underrepresented	80.0%	79.8%		≥90%
Pell Grant Eligible	78.4%	79.5%		≥90%
Six-year Graduation Rate				
Overall	71.2%	69.5%		75-80%
Students of Color, Underrepresented	61.8%	64.8%		75-80%
Pell Grant Eligible	65.4%	65.4%		75-80%
Transfer Four-year Graduation Rate				
Overall	77.6%	71.9%		75-80%
Students of Color, Underrepresented	72.6%	69.5%		75-80%
Pell Grant Eligible	73.6%	72.4%		75-80%
WASHINGTON IMPACT				
Degrees Awarded	3,645	3,783		4,300-4,500
Percent U.S. Students of Color	24.9%	25.3%		30-35%
Percent U.S. Faculty of Color	15.2%	15.7%		20-25%
ACADEMIC EXCELLENCE				
Tenure/Tenure-track Faculty	500	514		600-625
Percent Students Graduating with High-Impact Experiences				
Research Revenue	$10.0M	$10.5M		$20-25M
Private Gifts and Commitments	$7.3M	$15.7M		$30-35M

Metrics are important reflections of institutional accountability. Yet, they do not fully answer the question, "What should Western be and do in the future?" We believe that Western has a moral imperative to expand access to higher education, particularly for those from traditionally underrepresented backgrounds, including first generation and ethnically diverse students. We are committed to enhancing Western's distinctive approach to education—grounded in the liberal arts and sciences and emphasizing critical thinking and problem solving, diverse experiences and beliefs, ability to communicate across cultural lines, and high-impact learning experiences. We also need to make sure that Western more closely reflects the global society in which we live and which we seek to advance.

Western aspires to create and sustain a diverse, equitable and inclusive environment. Enhancing diversity and inclusivity on our campus is essential to attaining the excellence we are striving to achieve. Our ultimate success will be measured by our ability to create and sustain a nurturing campus

community, characterized by respect, caring, service and excellence, and with a deep commitment to equitable and inclusive practices and to the principles of shared governance and alignment of values in advancing our priorities.

WESTERN METRICS	2012-13	2013-14	2014-15	2015-16	2016-17
Degrees Awarded - Fiscal Year (summer through spring terms)					
Total	3,606	3,439	3,477	3,645	3,783
Undergraduate	3,329	3,171	3,210	3,336	3,490
Graduate	277	268	267	309	293
Washington Resident (Residency at time of Degree)	3,360	3,172	3,209	3,303	3,432
High Need Areas	1,063	1,112	1,147	1,207	1,276
Extended Campus	175	125	178	163	190
First-Year Retention Rate (definition: rate for 2016-17 is the percent of fall 2015 full-time freshmen returning for second fall term)					
Overall	85.0%	82.8%	82.6%	82.4%	82.1%
Students of Color	84.3%	81.8%	81.1%	82.0%	80.8%
Students of Color (Underrepresented)	80.8%	80.3%	79.6%	80.0%	79.8%
Pell Grant Eligible	80.8%	80.8%	76.9%	78.4%	79.5%
Gap White vs. Underrepresented Minority	4.4%	2.9%	3.5%	2.8%	2.9%
Gap White vs. Hispanic/Latino	3.2%	5.0%	3.8%	4.6%	2.9%
Six-Year Graduation Rate (definition: rate for 2016-17 is the percent of fall 2010 full-time freshmen graduating within 6 years)					
Overall	67.3%	69.3%	71.6%	71.2%	69.5%
Students of Color	58.3%	60.4%	64.1%	65.0%	68.0%
Students of Color (Underrepresented)	55.9%	55.2%	57.4%	61.8%	64.8%
Pell Grant Eligible	59.5%	64.9%	64.3%	65.4%	65.4%
Gap White vs. Underrepresented Minority	13.6%	16.5%	16.3%	11.5%	5.2%
Gap White vs. Hispanic/Latino	5.1%	6.5%	11.7%	9.8%	4.0%
Transfer Four-Year Graduation Rate (definition: rate for 2016-17 is percent of fall 2012 full-time transfers graduating within 4 years)					
Overall	71.9%	78.9%	75.0%	77.6%	71.9%
Students of Color	64.2%	75.4%	73.3%	76.3%	71.5%
Students of Color (Underrepresented)	60.7%	74.7%	68.0%	72.6%	69.5%
Pell Grant Eligible	64.9%	76.0%	71.3%	73.6%	72.4%
Gap White vs. Underrepresented Minority	12.8%	5.2%	7.0%	5.4%	2.7%
Gap White vs. Hispanic/Latino	9.2%	1.6%	6.8%	-1.7%	2.3%
Percent NSSE Participants Rating Experience "Excellent" or "Good"					
seniors		90.3%			
freshmen		92.3%			
% WWU Exit Survey Rating Experience as "Satisfactory" or "Very Satisfactory"	85.7%	83.3%	85.2%	81.2%	80.4%
Percent of Students Graduating with Experiential Learning	n/a				

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Fall Enrollment					
Total	14,833	14,950	15,060	15,332	15,574
Undergraduate	14,182	14,285	14,407	14,625	14,846
Graduate	651	665	653	707	728
% Resident	90.9%	90.4%	90.0%	89.3%	88.3%
% Students of Color	21.3%	22.3%	23.6%	24.9%	25.3%
% International	1.0%	1.1%	1.0%	1.0%	1.2%
% Extended Campus - Exclusively EE or Everett UCNPS students	4.8%	4.7%	4.9%	5.5%	5.9%
% Extended Campus - all taking EE or Everett UCNPS courses*	6.9%	10.6%	11.2%	12.5%	12.3%
* many on-campus, state-funded students enroll in EE courses					
Fall Freshman Preparedness					
Average GPA	3.5	3.4	3.4	3.4	3.5
Average SAT	1,122	1,124	1,108	1,106	1,107
Average Admissions Index	55.7	55.4	53.7	54.2	55.1
Faculty - Fall Headcount					
Total	783	858	898	928	937
Tenured/Tenure Track	462	467	499	500	514
All Faculty of Color	82	84	95	120	124
Tenured/Tenure Track Faculty of Color	61	62	68	76	81
Operating Budget (millions and % of Total Revenue Budget)					
Total Revenue Budget	290.6	297.8	302.5	318.3	342
Total State &Tuition Funded Operating Budget	140.1	145.5	145.0	152.4	158.1
State Appropriations	41.2 (14%)	52.9 (18%)	51.3 (17%)	61.9 (19%)	75.8 (22%)
Tuition Operating Fees	88.1 (30%)	89.6 (30%)	90.2 (30%)	86.7 (27%)	78.0 (23%)
Research Expenditures	9.5	8.0	9.8	10.0	10.5
Financial Statement					
Primary Ratio Reserve	0.41	0.46	0.34	0.30	n/a
Net Operating Revenue Ratio	-1.07%	-0.10%	-3.05%	-4.09%	n/a
Viability Ratio	1.37	1.68	1.36	1.36	n/a
Return on Net Position Ratio	2.32%	2.37%	-4.34%	3.55%	n/a
Annual Private Giving	17.2	12	16.3	7.3	16.7

Other Suggested Metrics
Degrees in High Need Areas, Four-Year Graduation Rates, Time to Degree, Student Achievement on National Certification Exams, Student/Faculty Ratio, Climate Metrics (e.g., faculty, staff, student satisfaction based on surveys), Post-graduation Placement, Employer Satisfaction, Economic Mobility (of graduates), Endowment Assets

PRESIDENTIAL LEADERSHIP PROFILE

Active Minds Changing Lives

WWU.EDU

The OPPORTUNITY

The Board of Trustees of Western Washington University is inviting nominations and applications as it seeks a visionary and courageous leader as the next President of Western Washington University. The University is interested in applicants with a passion for promoting the essential contributions of Western and public higher education to the economic health, well-being, and sustainability of the local community, the State of Washington and beyond.

Western provides an active student-centered learning environment with a liberal arts and sciences foundation and robust co-curricular, internship, research, creative, and service learning opportunities. There is a widely shared vision that Western will be a higher education leader in a culturally responsive 21st century learning environment, applying its critical strengths to societal issues as well as creating a welcoming community for a diversity of people, ideas, and programs. To that end, Western has embraced a style that is collegial, transparent, and timely in its engagement and communication with on- and off-campus stakeholders.

Western, which first opened its doors in 1899, is the highest-ranking public, master's-granting university

in the Pacific Northwest and No. 2 in the West, according to U.S. News & World Report college rankings. Kiplinger's ranks Western among the top 100 public colleges and universities in the nation that offer the best quality and affordability. U.S. News and World Report has named Western one of the most cost-efficient in the country among highly-ranked universities and for several years in a row the Chronicle of Higher Education has recognized Western as a "Great Place to Work." Western is particularly proud of its position as a leader in multidisciplinary environmental education and sustainable campus operations.

Western is not only committed to the academic growth of its students, but to empowering them to be engaged

Western's campus as seen from Bellingham Bay

and active agents of positive change in the world. To that end Western is ranked first in the nation among medium-sized universities for Peace Corps participation, was first in the nation in 2014 among public, masters-granting institutions for the number of its graduates awarded Fulbright Fellowships, and has been classified for five years as a Carnegie Community Engagement University. Western has been designated a "Military Friendly School," for the sixth consecutive year by G.I. Jobs Magazine.

Western's national recognition for academic excellence, efficiency, value, and service is underscored by benchmarked assessment of student learning. In its most recent ratings, the Survey of Earned Doctorates (SED) ranked Western 13th (top two percent nationally) among all masters-granting institutions, public or private, for the number of its undergraduates who went on to earn a research doctorate in the past decade.

Western Washington University is located in Bellingham, Washington, a city of 83,580 people that is located between Seattle, Washington and Vancouver, British Columbia, nestled in the foothills of the Cascade Mountains and adjacent to the beautiful San Juan Islands. With an enrollment of more than 15,000 students at the Bellingham campus and seven other Puget Sound locations, Western is the third largest university in the state. The main campus is located on 212 scenic acres perched on a hillside overlooking Bellingham Bay.

THE POSITION

The President, as chief executive officer of the University, reports directly to an independent governing Board of Trustees appointed by the Governor of the State of Washington. The President has broadly delegated authority for the internal and external affairs of the University including serving as the principal administrative officer with general supervision of all operations and programs of the institution. The President should be an experienced executive with a distinguished record of teaching and scholarship, community engagement, inspirational leadership, and service.

The President is accountable to the Board of Trustees for advancing the University's mission and strategic priorities through effective listening, shared governance, and a consultative management style. In addition, as chief executive officer, the President's responsibilities include:

- Ensuring that Western is committed to providing affordable access to excellent educational opportunities;

- Advancing Western's commitment to increase equity, inclusion and diversity in terms of race, ethnicity, religion, national origin, sexual orientation, gender identity or expression, disAbility, age, veteran status, or financial background;

- Building and sustaining healthy relationships with the Board of Trustees, students, staff, faculty, alumni, and their respective representative bodies;

- Expanding Western's partnership and collaboration locally, statewide, nationally, and internationally to achieve strategic objectives;

- Capital and human resource development needed to fulfill Western's mission and vision;

- Promoting Western's reputation nationally and globally;

- Advancing Western's reputation for excellence in sustainability, environmental education and sustainable operations.

LEADERSHIP EXPECTATIONS

- Engage the campus in developing a mid- and long-term vision for the future of the University, including how to better recruit, retain, and serve diverse students, faculty and staff, and the role of Western's programs in serving non-traditional students;

- Increase Western's reputation for excellence in liberal arts and sciences, professional programs, and graduate studies, including the promotion of scholarly and creative works of significance, particularly those that engage students;

- Model active leadership in the development, implementation, maintenance, and advancement of diversity, equity and inclusion initiatives for faculty, staff, students, and programs;

- Advance the interests of the University and public higher education with key governmental, public, private, and nonprofit sectors to build commitment and financial support;

- Build on Western's commitment to sustainability and community service to produce socially responsible graduates prepared for regional, national, and global job markets;

- Strengthen partnerships in the community to increase opportunities for students and faculty to participate in civic engagement, internships, and service learning;

- Willingness to personally engage with students frequently and in multiple venues to develop meaningful relationships with students and enhance their educational experiences.

MANAGEMENT EXPECTATIONS

- Promote shared governance, shared responsibility, and collaboration among all members of the Western community;

- Ensure that the use and application of technology supports the 21st century teaching and learning experience, and advances the overall academic and management operations of the University at all of its locations;

- Advance Western's transparent and inclusive "bottom up" planning and budgeting process;

- Effectively set clear priorities, delegate to and hold accountable a strong collaborative leadership team;

- Oversee the negotiation and administration of union contracts and maintain healthy relations with all employee groups.

RESOURCE DEVELOPMENT EXPECTATIONS

- Further develop multiple sources of funding beyond state appropriations to address Western's needs and ability to provide high quality, affordable higher education;

- Take an active role and personally engage in the institutional advancement activities of the Western Foundation;

- Enhance relationships with local and regional governmental and educational institutions to collaborate on significant initiatives.

Students working on their Smart Solar Window project

Research experiences typically available only to graduate students at other institutions are a hallmark of the "Western Experience."

Presidential Leadership
CHALLENGES, OPPORTUNITIES, AND EXPECTATIONS

Contemporary higher education requires visionary, agile leaders with engaging communication skills and outstanding management and resource development abilities. While many of the day-to-day responsibilities may be appropriately delegated to campus leaders, the institutional vision, direction and culture are set by the President and implemented through the strategic planning and budgeting processes of the campus. Western Washington's most recent planning activities as well as a recently completed draft Strengths, Challenges, Opportunities and Threats (SCOT) Analysis, which will be the basis for university planning in 2015-2016 may be viewed at http://www.wwu.edu/provost/planning/index.shtml. Special attention should also be directed to the items that follow.

LEADERSHIP AND VISION

Vision

The mission of Western Washington University is to serve the needs of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives into an inclusive, student-centered university that develops the potential of learners and the well-being of communities. The next President will be expected to join with the Board of Trustees, faculty, staff, and students to lead with creativity, courage, humility and transparency to further define and implement the realization of this mission over the next decade.

Western is a values-driven university. The core values that support our mission include: academic excellence, student-centered learning,

Old Main was the only building on campus when Western opened its doors in 1899 as the New Whatcom Normal School

diversity, equity, and inclusion, promoting caring communities, community service, global citizenship, environmental stewardship and a collaborative and innovative spirit.

Western's President will provide leadership on how to steward, advance and further integrate the mission and core values in a personalized teaching and learning environment.

Equity, Inclusion and Diversity

Western is actively committed to equity, inclusion and diversity as imperative guiding principles calling for authentic engagement. While we have made meaningful progress, it is clear that much more work is ahead. There are deep commitments and great enthusiasm across all stakeholders to purposefully engage in this work.

Western views itself as a welcoming community. Perceptions reported by faculty, staff, and students from underrepresented groups indicate that there is room for improvement. Recent surveys indicate that Western's campus climate, as experienced by women, ethnic and racial minorities, and LGBTQ colleagues is quite different from the experiences of dominant groups. We recognize that these few surveys are far from an all-encompassing assessment of the climate. The results of the surveys we have done provide enough data to suggest that this reputational effect may very well contribute to difficulty in recruiting, advancing, and retaining people from underrepresented groups. Creating an authentically inclusive climate that is infused throughout all operations of the institution is imperative. Personal commitment and robust support for equity, inclusion and diversity must continue to be articulated by University leadership.

Changing Demographics, Potential Growth and Enrollment Planning

The next President of Western must lead the campus in developing and implementing a vision for the future size, location and potential growth of the University, and its responsiveness to the state's evolving social, economic and demographic needs.

Changing Demography: The increasing racial and ethnic diversity that enriches our state offers enormous opportunities for Western to live its mission as a proudly public university. Western will develop a comprehensive strategy on how to best recruit, retain, serve and graduate a more diverse and non-traditional student population, and increase its numbers of faculty and staff from underrepresented groups.
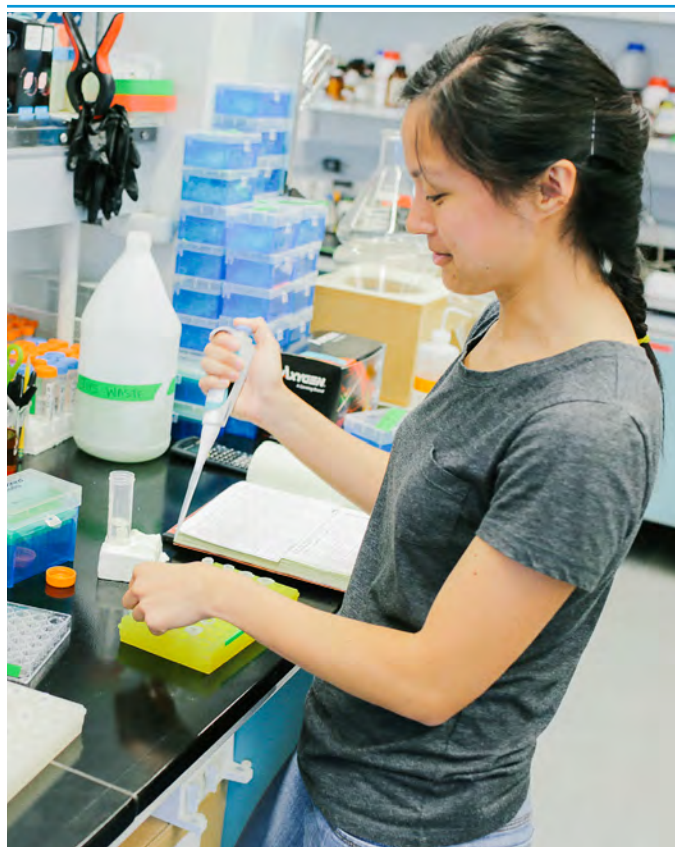
Changing Economy: Income inequality, and its tendency to become institutionalized and generation spanning, represents another opportunity for Western to deliver on its mission as a proudly public university by engaging public, private, community and legislative avenues to expand accessibility, affordability, and student success.

Sustaining Enrollment and Selectivity: While the number of graduates from Washington's high schools has declined from its peak several years ago, and is projected to remain relatively flat. If, as projected, demographic trends show a higher percentage of high school graduates coming from groups that have historically had low college-

attendance rates, it is possible that the actual number of high school graduates interested in attending four-year universities will decline further than the overall number of high school graduates. The same trends, combined with resource constraints from the recession have also made competition for "high bar" students, in-state, out-of-state, and internationally, much more intense. A comprehensive enrollment strategy will determine how Western provides access to high quality programs.

State Demands for Baccalaureate Degrees:

Despite its knowledge-based economy, Washington ranks 48th nationally in the size of the pipeline leading to public baccalaureate education. With expanded state support and through its strong partnerships with P-20 partners around the state, Western has the capacity to expand the pipeline in a way that highlights our strengths in liberal arts and sciences education. To that end, Western will continue to work on behalf of Washington's citizens to develop and deliver the highest quality, publicly accessible higher education opportunities not only in Bellingham, but throughout the greater Puget Sound region.

Promote and Build Upon Western's Distinctive Excellence

Western as a university, and its individual programs, carry increasingly strong reputations locally, regionally, and nationally. These well-earned reputations open doors to Western faculty, students, and staff; they also attract the commitment, investment, support and good will of government officials, community, and the private sector throughout the region. The President will help to define and communicate the many distinctive strengths of Western. Those include the following:

- A growing national reputation as the premier public comprehensive university in the Pacific Northwest with an outstanding faculty, staff, and administration, and a diverse and talented student body;

- National recognition for its commitment to student-faculty collaboration and the high degree of attention students receive from faculty;

- A commitment to teaching evidenced by the vast majority (98 percent) of classes being taught by professors, with an emphasis on small, upper-level classes with one-on-one mentorship and active involvement of students in research and service;

- Western's niche in high quality undergraduate education that provides an integrated curricular and co-curricular program with focus on social justice, leadership, service to the community, civic engagement and wellness;

- Multiple strengths in professional and pre-professional departments, including the Woodring College of Education, the College of Business and Economics, the College of Science and Engineering, pre-health sciences, behavioral neuroscience, vehicle research and design, marine and environmental science, performance excellence in theatre and music, and self-designed programs in the Fairhaven College of Interdisciplinary studies;

- Advancing Western's commitment to student-centered academic excellence through Extended Education at multiple locations in the Puget Sound region, which fulfills Western's mission to serve the needs of the people of the State and builds broad-based support for the University;

- A strong partnership with local public school districts where Western students provide mentoring support to students (starting in 5th grade) who would not normally consider higher education an option. The "Compass 2 Campus" program has been replicated across the state and has received national recognition;

- An exciting opportunity to expand Western's footprint in the community as a partner in Bellingham's Waterfront redevelopment initiative.

- Western's attractive campus in Bellingham is nestled in the foothills of the Cascade Mountains between Seattle and Vancouver, providing opportunities for developing relationships with Canada and throughout the Pacific Rim;

- A strong commitment to service during and after graduation. In 2015, Western was selected to join the Ashoka U Changemaker Campus consortium, joining global leaders in sustainability, social entrepreneurship and service-learning in higher education. In 2015, Western ranked first in the nation among medium-sized universities for Peace Corps participation for the third straight year;

- Nationally recognized leadership in environmental education and sustainable campus operations, purchasing 100 percent renewable energy and actively working toward campus carbon neutrality.

Strengthen and Integrate Liberal Arts and Sciences Core

Foundational to the distinctive "Western Experience" for students is a core academic commitment to the liberal arts and sciences along with opportunities to enter the professions. This distinctive experience is achieved through a highly personalized environment that affords students unusually strong research and experiential learning opportunities for a public comprehensive university. Students collaborate with faculty on high-quality research and creative endeavors. Western is also highly unusual among institutions of higher education in attracting faculty and students who embrace the crossing of disciplinary lines. Increasingly, Western faculty are optimizing the

Western's award-winning Compass 2 Campus mentoring program brings 1,000 5th grade students to campus every year

opportunities to work with colleagues from multiple colleges in subjects outside disciplinary silos.

Discussions with employers in the state confirm that Western graduates are highly sought after, not only for their professional skills, but also for the critical thinking skills, applied knowledge, and broader perspective that result from their liberal arts and sciences background. This is a direct outcome of Western's focus, not just on specific professional skills, but also on the student as an educated and engaged citizen of the world.

While Western's overall state funding has been cut by more than 50 percent over the past seven years, the legislature has made selective investments at Western in STEM education, Engineering, Computer Science, and cybersecurity, as well as professional programs. These investitures in specific areas of professional need for the state will likely continue to drive enrollment at Western. However, Western is committed to maintaining the competitive advantage Western students enjoy due to a strong liberal arts and science core.

Living Western's Full Mission in the State and in the Region

For most of its history, Western has lived its mission of applying its strengths to meet the critical needs of the state by focusing upon campus-based, residential Washington undergraduates selectively admitted. In responding to the growing need of those historically underserved by traditional higher education in Washington State, Western has established Extended Education programs at seven sites in the Puget Sound region. The University has been working on globalizing its curriculum, bolstering graduate education through Extended Education, and making the Western experience more accessible to students outside the Bellingham community. The next President will need to engage the faculty, staff, students and administrators from all sites in how best to support and integrate these programs into living the full mission of the University.

One of three Western on the Peninsulas Extended Education locations in Poulsbo, WA

Western is conveniently located throughout the Puget Sound and online

- Anacortes
- Bellingham
- Bremerton
- Everett
- Port Angeles
- Poulsbo
- Seattle
- Tacoma
- WesternOnline

Western became an accredited Ashoka U Changemaker Campus in 2015

Student Experience

Western's students are active and engaged in many issues involving social justice, environmental protection, and the well-being of the campus and community. This activist culture is present not only in the Associated Students governing body, but is also evident in student involvement in over 200 student-run organizations on campus. Examples of student-led initiatives include banning the sale of bottled water on campus and the creation of a green energy fee to fund sustainability efforts. The lack of a Greek system at Western leads students, both undergraduate and graduate, to be actively involved in these on-campus clubs and with organizations in the surrounding communities. The liberal arts and sciences curriculum at Western promotes this activist spirit, and the President has an important responsibility of engaging with students in their efforts and encouraging their participation in bettering the Western community.

Western's educational experience is highly experiential, with a strong foundation in student/ faculty collaboration. Many students are involved in research with Western professors or service-learning initiatives alongside faculty. The liberal arts and sciences core allows students to be exposed to a broad spectrum of topics, and because of this, Western graduates greatly contribute to the success of the state's economy as they enter the workforce. Western's reputation of academic excellence is present not only on the Bellingham campus, but extends to WWU's multiple campuses in the Puget Sound region.

EXECUTIVE EXPECTATIONS

Continue and Strengthen Organizational Best Practices

Western has worked hard in recent years to institute processes that enable efficient work, streamline operating and management support systems, and make planning and budgeting more transparent and "bottom up." As a result, Western has received national recognition for efficiency from U.S. News and World Report, and for being one of the "Best Values in Public Colleges and Universities" by Kiplinger's Personal Finance Magazine.

Western must continue to examine its management and operating support systems, as well as its general budgeting and planning, to ensure that it is using best business practices while avoiding unnecessary duplication of effort.

Administrative and academic information technologies are critical core functions that affect the entire campus on a daily basis. The optimal organization, reportage and funding of Western's information technology structure are currently under discussion.

Infrastructure needs and space allocation at Western are a high priority as growth demands have stretched available space in some cases beyond functionality. Addressing capacity issues and deferred maintenance of older buildings are critical to the delivery of Western's mission at all sites. Creative space planning and utilization along with any redistribution to meet the academic, research, and service needs must be accomplished with a long range view toward balancing the critical programmatic space needs while protecting the attractiveness and sustainability of the campus environment.

Retaining and Recruiting Talented Faculty and Staff

Western made the intentional choice during the recent recession and resultant budget cuts to protect its core academic function of teaching, and continued student access to that teaching, as much as possible. As the economy recovered, it made the choice to increase faculty resources through the hiring of tenure-track faculty in the last few years. This decision has had positive consequences, as the quality of its programs has been maintained and enhanced.

Side effects of that decision mean that most if not all areas of the University are operating with as lean a staff as possible. In some cases it is likely that staffing levels are not sufficient for performance to be sustainably high. Some staff are attempting to perform, in addition to their own jobs, functions that previously were assigned to staff positions that no longer exist.

Western's workforce like the national workforce is aging. Over the next several years a large number of faculty and staff in the Baby Boom generation will retire and their expertise, experience, and institutional knowledge will be taken with them. Managers and administrators have limited professional development resources for training younger staff as part of succession planning.

Shared Governance

Over the last seven years Western has instituted processes and created representative bodies that help to ensure the reality of shared governance matches its promise. These include transparent and bottom-up capital planning and budgeting processes that intentionally seek input from the entire campus community. The University Planning and Resource Council, a committee of the Faculty Senate, brings together representatives of all University stakeholders to review and make recommendations on planning and budget proposals to the President and Vice Presidents. Similarly, representatives of the faculty, students, classified and professional staff all have seats on the President's Cabinet.

The President will work to foster an environment where all employees feel their contributions are respected, appreciated and valued.

Collective Bargaining, Labor Relations and Equity

Western seeks a President who is committed to continuing positive, collaborative, mutually beneficial relationships with the unions representing the Faculty and Classified Staff, as well as addressing equity in compensation, retention, workload, and workplace climate for the Professional Staff, who are not represented in collective bargaining. Furthermore, the meaningful inclusion of Classified and Professional Staff in shared governance will continue to be a priority.

RESOURCE DEVELOPMENT

Resource development in public higher education poses a major challenge for any leader. Western has developed a strong reputation with the State Legislature for high quality education, innovative programs, and work-ready graduates, and has rich opportunities for further advancement. Given the unlikely return of previous state funding levels, Western has adopted a model of planning and budgeting that does not rely exclusively on state dollars, with some notable successes. For instance, Western's multi-disciplinary Institute

for Energy Studies program, which combines energy science, technology, and engineering, with economics, business management, public policy and sustainability, is supported by a combination of state funds and private donations.
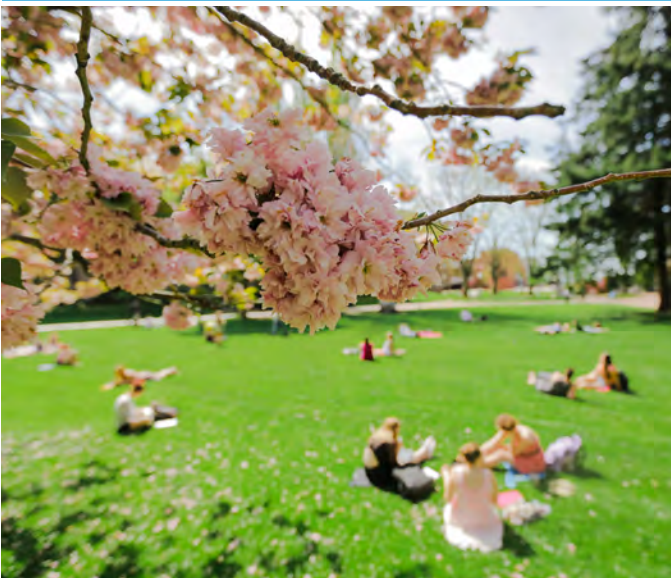
It will therefore be essential for Western to further develop multiple sources of funding beyond state appropriations, including enrolling new students; increasing private, corporate and alumni giving; acquiring new space; developing auxiliary enterprises, securing grants and contracts, developing public-private partnerships, research licensing, extended education, and others.

Fundraising

Western will soon conclude its $60M Western Stands for Washington campaign, having reached the initial goal of $50M before the public launch a year ago. While the campaign will make critical enhancements to scholarships, programs, partnerships with P-12 education, and service learning, the campaign has raised Western's profile throughout the state and developed a culture of philanthropy on campus and among a strong alumni base. The Western Foundation has made significant investments in staff and training, and now operates an office on behalf of the University out of Seattle. Encouraged by the results of the campaign, academic deans and faculty are newly eager to participate in institutional advancement. The President has an opportunity to leverage the momentum generated by the campaign to increase support for Western in the Puget Sound area and nationwide, and lay the groundwork for the next campaign.

WESTERN
stands for
WASHINGTON
CAMPAIGN

Legislative Funding

Western's reputation in the Washington State Capitol is not only for high quality education and innovative program proposals, but uncommonly united legislative representation from government relations, faculty, staff, unions, student, and alumni representatives. Despite cuts of more than 50 percent to its state appropriations, Western has received strategic reinvestments by the state in key areas, including faculty and staff compensation, by remaining resolutely united and on message.

There is, however, recognition that the state's fiscal structure is designed for an economy that no longer exists. Without a reformed tax structure, improvements in the state's economy will not produce corresponding revenue increases. On the expenditure side, states are facing major budget impacts as the federal government shifts various obligations to the state level. Additionally and specific to our state, the need to comply with the State Supreme Court directive (known as the McCleary decision) to significantly increase funding for K-12 education continues to place an additional burden on an overburdened revenue structure. Most of the state's budget is protected from significant cuts due to constitutional, political, or statutory considerations. The state cut tuition rates for the 2015-17 biennium and linked tuition increases to the state's median income, limiting Western's ability to grow its own revenue.

It is quite likely that the additional state K-12 funding challenge will be pushed by the legislature into the 2017-19 biennium. Consequently, it is most likely that any 2017-19 Western budgetary requests will need to be highly strategic, have strong political legs, and be modest in size.

OPPORTUNITY REVIEW

The President of Western Washington University will have an opportunity to serve as the leader of one of the best public comprehensive universities in the nation.

This is an extraordinary opportunity for a person seeking a challenge to be a transformational leader for Western in a rapidly changing global environment. Further refining and expanding Western's mission and vision with the Board of Trustees, faculty, staff, administrators and students, and shaping its future will require a leader with the vision, enthusiasm, and interpersonal skills to advance Western's stature as a vital publically purposed university in the 21st century.

Western Washington:

- Students:
  15,332
- Student-to-faculty ratio:
  21 to 1
- Number of programs:
  160-plus
- Size of Bellingham campus:
  212 acres
- Number of other locations:
  7
- Percent of students from Washington:
  88 percent
- Number of alumni:
  107,000-plus

Presidential
QUALIFICATIONS AND QUALITIES

PREFERRED PROFESSIONAL QUALIFICIATIONS

- Doctorate or equivalent terminal degree and academic credentials sufficient to engender respect from the academy and the community at large;

- A strong commitment to student-centered educational experience where student success is the top priority;

- Demonstrated success institutionalizing equity, inclusion, and diversity, including the active promotion of an inclusive climate, and the recruitment, advancement, and retention of diverse faculty, staff and students;

- Knowledge of emerging and innovative trends in public higher education funding and strategic management;

- Experience managing the financial and budgeting operations of a higher education institution with transparency and inclusiveness;

- Experience and enthusiasm for fundraising that cultivates financial support and partnerships in the private sector;

- Experience with and commitment to broadly inclusive shared governance of a university in a collective bargaining environment;

- Able to articulate a broad vision of affordable access to quality higher education as a public good;

- Experience promoting partnerships and collaboration with other higher education institutions, P-12 schools, private sector entities, governmental agencies, and communities to strengthen the mission of a university;

- Experience engaging a diverse community in a shared strategic vision;

- Successful experience promoting effective ways of addressing problems and opportunities, and a willingness to foster and encourage positive change;

- Demonstrated ability to achieve a high degree of visibility and accessibility with students, faculty, and staff, as well as surrounding communities;

- Acumen working with local, state and federal legislators to advance the mission and vision of a public university.

PERSONAL QUALITIES

- Authenticity, empathy, and humility which engenders trust, confidence, and collegiality, based on personal integrity;

- Courage and conviction to advance Western's core values and interests, and a willingness to take public stands on issues of importance to the University;

- A personal commitment to advancing social justice, and upholding the values of diversity, equity and inclusion;

- A personal commitment to sustainability and environmental stewardship;

- Strong enterprising and innovative spirit, and a willingness to take strategic risks that foster and encourage needed change;

- A desire to become actively engaged in the life of the University and the local community;

- An active listener who welcomes and is responsive to feedback;

- A politically astute and strategic thinker with sound judgment;

- An inspiring style and sense of humor.

Excellence in Athletics

About 300 students participate in 15 NCAA II varsity sports at Western. Recent national championships include men's basketball, women's rowing, women's javelin, men's pole vault and women's 10,000 meters.

How to APPLY

Greenwood/Asher & Associates, Inc. is assisting Western Washington University in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae or resume and five professional, current references. Submission of materials as PDF attachments is strongly encouraged. Confidential inquiries, nominations, and application materials should be directed to:

Jan Greenwood, Betty Turner Asher, Partners
Chris Channing, Principal
Greenwood/Asher & Associates, Inc.
42 Business Centre Drive, Suite 206
Miramar Beach, Florida 32550

Phone: 850-650-2277 / Fax: 850-650-2272
Email: jangreenwood@greenwoodsearch.com
Email: bettyasher@greenwoodsearch.com
Email: christinechanning@greenwoodsearch.com

For more information on WWU please visit:
http://www.wwu.edu/

For more information on the Presidential Search please visit: www.wwu.edu/presidentialsearch

Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs.

Bellingham Offers
VIBRANT SMALL-CITY LIVING

A LIVABLE COMMUNITY, CLOSE TO BIG CITIES IN TWO COUNTRIES

Bellingham, population 82,234, is a thriving waterfront city known for local character, picturesque neighborhoods, fantastic walking and biking trails and proximity to some of the best cities and natural wonders in the Pacific Northwest.

Residents loyal to locally produced goods and services flock to the Bellingham Farmers Market, held each Saturday from March to December. Many of the city's parks and neighborhoods are connected by a trail network – biking to work is not unusual in Bellingham. And the city and port of Bellingham have embarked on a multi-year development effort to rejuvenate the city's downtown waterfront.

Some of the region's best mountain biking trails are just outside the city, on Galbraith Mountain. Residents also enjoy proximity to spectacular parks such as Larrabee State Park on the coast and the North Cascades and Olympic national parks in the mountains. Mount Baker Ski Area is about two hours away. The Washington State Ferry terminal in Anacortes, the gateway to the San Juan Islands, is about an hour's drive.

Meanwhile, the city of Vancouver, B.C., is about 60 miles away, with Seattle 90 minutes to the south.

For culture closer to home, the city boasts several top-quality museums and cultural venues, such as the Whatcom Museum of History and Art, the Mount Baker Theatre and the Pickford Film Center.

6. LOOKING AHEAD STRATEGICALLY - CONTINUED

7. BOARD GOVERNANCE DISCUSSION

8. EXECUTIVE SESSION

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

9. ADJOURNMENT