

**Western Washington University
Board of Trustees
Agenda
February 7, 8, 2013**

FRIDAY, February 8, 2013

Location: Talaris Conference Center, 4000 NE 41st Street, Seattle, WA
Maple Conference Room, Building D

Time: 8:00 a.m.

- 1. CALL TO ORDER, APPROVAL OF MINUTES**
8:00 – 8:05
 - Board of Trustees Meeting, December 13, 14, 2012
 - Special Board of Trustees Meeting, January 8, 2013

- 2. PUBLIC COMMENT**
8:05 – 8:15

- 3. BOARD CHAIR REPORT**
8:15 –8:25

- 4. UNIVERSITY PRESIDENT**
8:25 – 8:35

- 5. ASSOCIATED STUDENTS**
8:35 –8:45

- 6. FACULTY SENATE**
8:45– 8:55

ACTION ITEMS

- 7. CONSENT ITEMS**
8:55 –9:00
 - Approval of Winter Quarter Degrees
 - Construction Contract for Ridgeway Alpha Renovation (PW661)

- 8. AWARDING OF HONORARY DEGREE**
9:00 – 9:05 Presentation: Bruce Shepard, President
9:05 - 9:10 Discussion

DISCUSSION ITEMS

- 9. RECRUITING STUDENTS OF COLOR**
9:10– 9:20 Presentation: Eileen Coughlin, Sr. VP & VP for Enrollment & Student Services
9:20 – 9:30 Discussion
- 10. FRONT DOOR TO DISCOVERY**
9:30 – 9:40 Presentation: Steve Swan, VP for University Relations
9:40 – 9:50 Discussion

BREAK –9:50 – 10:05 (15 minutes)

- 11. CAMPAIGN UPDATE**
10:05 – 10:15 Presentation: Stephanie Bowers, VP for University Advancement
10:15 – 10:25 Discussion
- 12. OLYMPIA UPDATE**
10:25 – 10:35 Presentation: Sherry Burkey, Associate VP for University Relations
10:35 – 10:45 Discussion
- 13. SPECIAL REPORT**
- A. WASHINGTON STUDENT ACHIEVEMENT COUNCIL (WSAC)**
10:45 – 11:45 Presentation: Brian Baird, Citizen Member, WSAC and potentially members of the WSAC
- 14. INFORMATION ITEMS**
11:45 – 12:00
- Academic Affairs Report
 - Public Colleges & Universities Commit to 3.8 M Degree Boost in College Completion by 2025
 - Benchmark Report – Ratio of Faculty to Administrators
 - Bachelor of Science in Nursing Degree, Woodring College of Education (Re-Instituting a Previously Authorized WWU Degree)
 - Alumni Relations Report
 - Annual Sustainability Report
 - Annual University Police Report
 - Capital Program Report

- Development Report
- Mid-Year Housing and Dining Report
- Quarterly Grant Report
- University Relations Report

15. **DATE FOR NEXT REGULAR MEETING: April 11, 12, 2013**

16. **ADJOURNMENT**

17. **LUNCH - Pacific Dining Room**

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

TO: Members of the Board of Trustees
FROM: President Bruce Shepard
DATE: February 8, 2013
SUBJECT: **Approval of the Minutes**
PURPOSE: Action Items

Purpose of Submittal:

Approval of the Board of Trustees Meeting Minutes.

Proposed Motion:

MOVED, that the Board of Trustees of Western Washington University, upon the recommendation of the president, approve the following minutes:

- Approval of the Minutes of the Board of Trustees Meeting, December 13, 14, 2012
- Approval of the Minutes of the Special Board of Trustees Meeting, January 8, 2013

Supporting Information:

Minutes of December 13, 14, 2012
Minutes of January 8, 2013

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
MINUTES
December 13, 2012**

1. CALL TO ORDER

Chair Peggy Zoro called the regular meeting of the Board of Trustees of Western Washington University to order at 3:00 p.m., December 13, 2012, in Old Main 340, Western Washington University, Bellingham, WA.

Board of Trustees

Betti Fujikado, Secretary
Dennis Madsen
Joseph Meyer
Ralph Munro (via conference phone)
Karen Lee, Vice Chair
Sue Sharpe
Dick Thompson
Peggy Zoro, Chair

Western Washington University

Bruce Shepard, President
Wendy Bohlke, Assistant Attorney General
Stephanie Bowers, Vice President for University Advancement
Sherry Burkey, Associate Vice President for University Relations
Paul Cocke, Director, University Communications
Paul Dunn, Sr. Executive Assistant to the President
Ethan Glemaker, President, Associated Students
Catherine Riordan, Provost and Vice President for Academic Affairs
Karen Stout, President, Faculty Senate
Liz Sipes, Secretary to the Board of Trustees
Steve Swan, Vice President for University Relations
Richard Van Den Hul, Vice President for Business and Financial Affairs

2. SPECIAL REPORTS

A. ETHICAL DECISION MAKING: LESSONS DRAWN FROM RECENT CONTROVERSIES

The Trustees of Western Washington University and the Board of Directors for the Western Washington University Foundation met jointly and with the leadership of the university to discuss shared responsibilities, concerns, and potential involving ethics, leadership and decision making. Dr. Craig Dunn, Associate Dean of the College of Business & Economics facilitated.

Dunn, an expert in ethical decision making, conducts ethics training both as a consultant and a faculty member.

Bruce Shepard, President opened the discussion by stating that ethical decision making is an important role for both of the Boards and the University President. Shepard noted that ethical decision making is also an academic study and part of our curriculum. Western has proposals to develop "Ethics across the curriculum," so that ethical decision making is studied in all disciplines.

Dunn led interactive discussion on several topics that require making ethical decisions. He cited recent controversial issues, e.g. Penn State, UC-Davis, and how those institutions failed in their ethical decision making. The Boards discussed the responsibilities associated with effective board governance, pressure from external stakeholders and respecting the institution's mission.

3. EXECUTIVE SESSION

At 4:15 p.m. Chair Zoro announced that the Board would convene in Executive Session for approximately 45 minutes to discuss personnel, real estate and legal issues as authorized in RCW 42.30.110. The Board reconvened in Open Session at 5:00 p.m. No action was taken.

Meeting recessed at 5:00 p.m.

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
MINUTES
December 14, 2012**

1. CALL TO ORDER, APPROVAL OF MINUTES

Chair Peggy Zoro called the regular meeting of the Board of Trustees of Western Washington University to order at 8:00 a.m. December 14, 2012, in Old Main 340, Western Washington University, Bellingham, WA.

Board of Trustees

Betti Fujikado, Secretary
Dennis Madsen
Joseph Meyer
Ralph Munro (via conference phone)
Karen Lee, Vice Chair
Sue Sharpe
Dick Thompson
Peggy Zoro, Chair

Western Washington University

Bruce Shepard, President
Wendy Bohlke, Assistant Attorney General
Sherry Burkey, Associate Vice President for University Relations
Paul Cocks, Director, University Communications
Paul Dunn, Sr. Executive Assistant to the President
Ethan Glemaker, President, Associated Students
Catherine Riordan, Provost and Vice President for Academic Affairs
Karen Stout, President, Faculty Senate
Liz Sipes, Secretary to the Board of Trustees
Steve Swan, Vice President for University Relations
Richard Van Den Hul, Vice President for Business and Financial Affairs

MOTION 12-01-2012 Karen Lee moved that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the minutes of the Board of Trustees Meeting, October 11, 12, 2012.

Motion carried.

2. PUBLIC COMMENT

Per Substitute House Bill 2313, time was provided for public comment at the October 12, 2012 regular meeting of the Board of Trustees. There were no requests for public comment.

3. RECOGNITIONS AND INTRODUCTIONS

- Steve Hollenhorst, Dean, College of Huxley College of the Environment

Catherine Riordan, Provost & Vice President for Academic Affairs, introduced Steven Hollenhorst, Dean of the Huxley College of the Environment. Hollenhorst began his appointment on September 1, 2012. He comes to Western from the University of Idaho, where he was associate dean in the College of Natural Resources. Prior to that, he served as a professor and program coordinator in the Division of Forestry at Western Virginia.

Hollenhorst received his bachelor's and master's degrees from the University of Oregon and his doctorate from Ohio State University.

- Ted Pratt, Dean of Students

Bruce Shepard, President, recognized Ted Pratt, Dean of Students, for his receipt of The Whatcom Dispute Resolution Center (WDRC) 2012 Peace Builder Award. Pratt received the award for building peace through his daily activities, striving for awareness of diversity, overcoming barriers through understanding, and for increasing community connection between and within WWU and the surrounding community. Shepard noted that Pratt is one of three founders of the Brothers & Sisters of Whatcom County, a community support system for African-Americans moving to Whatcom County. He is a member of the board of the Boys & Girls Club, the board of the Whatcom County Selective Service, the selection committee for Miss Whatcom, and has assisted the Bellingham Police Department on diversity issues.

- Peggy Zoro, Chair, WWU Board of Trustees

Bruce Shepard, President recognized Peggy Zoro, Chair of the Board of Trustees, for her receipt of the Bellingham/Whatcom Chamber of Commerce & Industry's Woman of the Year Award. Zoro has a 40-year career, mostly in banking. She is past chair of the Bellingham/Whatcom County Economic Development Council and most recently as director of the Northwest Economic Council.

4. BOARD CHAIR REPORT

Peggy Zoro, Chair of the Board of Trustees, remarked on the annual joint meeting of the WWU Board of Trustees and the Western Foundation Board of Directors held on Thursday afternoon. This was an outstanding session on Ethical Decision Making and Craig Dunn, Associate Dean of the College of Business & Economics, did an excellent job of facilitating.

Zoro also noted the annual Holiday Dinner and the Naming of the Chemistry Building in honor of Karen W. Morse for her contributions to Western.

5. UNIVERSITY PRESIDENT

Bruce Shepard, President, said that the session on Ethical Decision Making was very useful. He noted that even when things are going well and there are no current problems, it is good for us to think through these issues. There are some rare, but high stakes situations, where you need to be clear on your ethics and values.

Shepard briefly commented on:

- Campaign Update – Western stands for Washington Campaign brochure was distributed in the BOT packet. This is a pocket-guide that gives information about Western and the campaign for volunteers and supporters. Shepard said that as of November 30th the campaign has raised in excess of \$16 Million in gifts. Leadership for the campaign has been identified and will be announced at a later date.
- Magazine Recognitions – US News and World Reports recently ranked Western as a highly ranked university that operates efficiently. Western and Gonzaga were the only universities in the state that received this ranking. Shepard said that Western is regularly recognized as the best university of its type in the West.
- Diversity Task Force – as a result of a recent survey, Shepard has designated a task force to address the diversity climate issues on campus.

6. ASSOCIATED STUDENTS

Ethan Glemaker, President, Associated Students, reported that the AS hosted a committee orientation session, fulfilling one of their goals to provide stronger support for AS committee members.

Glemaker briefed the Board on the Washington Student Association's (WSA) priorities for the 2013 Legislative Session. The WSA represents, serves and protects the collective interests of students attending public post-secondary institutions of higher education in Washington State and is the recognized voice of students to the Governor's Office, Legislature and higher education institutions and agencies. WSA currently represents over 100,000 students through 9 student associations. A copy of the legislative agenda was included in the meeting packet.

Western's Associated Students 2013 legislative agenda priorities are 1) financial aid, 2) revenue, 3) access and attainment.

7. FACULTY SENATE

Karen Stout, President of the Faculty Senate, updated the Board on recent activities of the Faculty Senate. The Senate has been revising the Faculty Handbook; the FS Executive Council met with the Chairs Governance Council; created a committee to explore online teaching options; and created an advisory group to look at academic honesty and ethical decisions. Stout said the Faculty Senate will also be working closely with the faculty and administration to understand ethics laws and obligations.

8. CONSENT ITEMS

MOTION 12-01 -2012

Dennis Madsen moved that the Board of Trustees of Western Washington University, upon the recommendation of the President, approve the following consent item:

- Approval of Fall Quarter Degrees

- Approval of Construction Contract for Fraser Hall Renovation (PW657)
- Approval of Consultant Contract for Nash Hall Renovation (PW664)

Motion carried.

9. APPROVAL OF 2013 SUMMER SESSION TUTION AND FEES

Bruce Shepard, President, noted that Summer Session programs are self-supporting programs, and that no state dollars are used. In the past, Western provided what was needed, when it was needed, via the method we chose, and charged what was needed to recover our costs. Today's it is driven by Western's strategic mission -- how can we take our strengths and apply them to the needs of the State of Washington We need to ask "What is the market price and can we recover our costs?"

Catherine Riordan, Provost & Vice President, introduced Earl Gibbons, Vice Provost for Extended Education and Summer Session. Gibbons stated that at Western and around the nation, Summer Session enrollments have been rising steadily for a number of years but slightly decreased this year due to today's economic circumstances and changing student behavior. Gibbons noted that last year 500 summer session students participated in activities, such as Western's Study Aboard programs or online classes, but never came to campus. There is pressure for Western to deliver more online classes during the summer session.

Western is proposing to raise Summer Session tuition and eliminate the registration fee for both resident and non-resident students. This adjustment would allow us to not only keep summer session enrollment growing, but also help students stay in school and graduate on time.

MOTION 12-02-2012

Karen Lee moved, that the Board of Trustees of Western Washington University, upon recommendation of the President, approves the recommended Summer Session Tuition for Summer 2013: specifically that tuition be set at \$227.00 per credit for undergraduate courses and \$243.00 per credit for graduate courses. Non-resident students would pay tuition at \$241.00 per credit for undergraduate courses and \$257.00 for graduate courses. Student tuition will be charged on a per credit basis for Summer Session.

The Summer Session Registration Fee will be eliminated for both resident and non-resident students.

Motion carried.

10. FACILITY NAMING

Bruce Shepard, President, noted that President Emeritus Karen Morse, contributed greatly to Western's excellence as an institution during her tenure as president. It is a pleasure to recommend that we rename the Chemistry Building in her honor.

Chair Peggy Zoro read Resolution No. 2012-10 To Name the Chemistry Building the Karen W. Morse Hall.

**BOARD OF TRUSTEES
WESTERN WASHINGTON UNIVERSITY**

**RESOLUTION 2012 – 10
A RESOLUTION TO NAME THE CHEMISTRY BUILDING
KAREN W. MORSE HALL**

WHEREAS, KAREN W. MORSE served as the President of Western Washington University from 1993 to 2008; and

WHEREAS, the quality, duration, and accomplishments of her leadership are of enduring value to the University and have earned her a special place in its history; and

WHEREAS, KAREN W. MORSE's scholarly accomplishments are as a Chemist and it is Western's science buildings that were prominent among the major building expansions achieved under Dr. Morse's leadership; and

WHEREAS, her continuing association with the University will be of great honor, prestige, and value to the institution;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Western Washington University, that the building formerly known as the Chemistry Building on the Western Washington University Campus be named

KAREN W. MORSE HALL

PASSED AND APPROVED by the Board of Trustees of Western Washington University at a meeting thereof duly held this 14th day of December, 2012.

MOTION: 12-03-2012

Peggy Zoro moved that the Board of Trustees, upon the recommendation of the president, rename the building formerly known as the Chemistry Building on the Western Washington University Campus, be named the Karen W. Morse Hall.

Motion carried.

11. GATEWAY COMPLEX PRESENTATION

Richard Van Den Hul, Vice President for Business & Financial Affairs, said that the Gateway Complex pre-design project was completed in July 2012 and submitted to the Office of Financial Management (OFM). The Gateway Complex is included in our Ten Year Capital Plan and we have requested design funding in our next biennial budget request. This is a high priority project for Western, however we don't know where it will rank in the state's capital budget.

Rick Benner, University Architect/ Director of Facilities Development and Capital Budget, presented a PowerPoint, "Academic Services and Performing Arts Facility Gateway Complex" that included the details of the pre-design.

Benner said that the Gateway Complex is a combination of two things – the addition and expansion of the PAC facility and the first potential parking structure on campus. He noted that Canada House and High Street Hall will need to be removed from the project site. Canada House is not in the historic registry, although it does have some historic value to the university. Benner described the details of the proposed new entrance to the campus and the floor plans of the facility. He noted that these are conceptual ideas, not the final design.

There was discussion of the value of Canada House as to whether it should be relocated or demolished. It does not provide functionality, but it does have historic value to the university. It was noted that some entity that is specifically Canadian oriented be preserved in the Gateway Complex project. This idea has been incorporated into the pre-design of the facility. After further discussion, it was agreed that information will be gathered on what the university has done in terms of historic preservation and brought back to the Board.

12. MULTIPURPOSE FIELD PRESENTATION

Rick Benner, University Architect/Director of Facilities Development and Capital Budget and Linda Beckman, Division Director of Budget & Administration in Enrollment and Student Services presented a PowerPoint of the Multipurpose Field Project Update. This field will serve both athletics and campus recreation, such as NCAA soccer team, rugby, flag football, ultimate Frisbee, etc. The current fields are approximately one-half the size of regulation fields and are used only for intramural sports. The proposed field is larger in order to hold concurrent games.

Benner and Beckman briefed the Board on the elements and the cost of the multipurpose field, including the turf field, lighting & fencing, spectator seating team benches, restrooms, etc. Benner said that with the exception of the turf, they will be finalizing the components of the project to go out for public bid. The turf will be executed under a national contract. At the April Board meeting they will ask for Board approval of the contractor for the public works portion so that construction can begin in May and completed in November. Richard Van Den Hul, Vice President for Business & Financial Affairs noted that the Multipurpose Field is not a state funded project, but a partnership project.

The field will be named the Robert S. Harrington Field to acknowledge the large donation from the Harrington family.

At 10:00 a.m. Chair Zoro announced a 15 minute break. The meeting reconvened at 10:20 a.m.

13. EDUCATIONAL NEEDS IN THE KITSAP PENINSULA

Catherine Riordan, Provost & Vice President for Academic Affairs, Earl Gibbons, Vice Provost for Extended Education, Brian Burton, Dean of the College of Business & Economics, and Steve Hollenhorst, Dean of the Huxley College of the Environment updated the Board on the educational needs in the Kitsap Peninsula.

Riordan said that Western has been actively involved in the Kitsap Peninsula. Programs are currently offered in Port Angeles, Bremerton, Everett, Poulsbo, and Port Gamble. People in the Kitsap Peninsula are requesting more access to four year degrees and Western is working towards expanding our existing programs to meet those needs. We are currently involved in a Needs Analysis.

Gibbons said that Western's current programs are self-sustaining as would future programs. Our two partners, Olympic College, with campuses in Bremerton, Poulsbo and Shelton, and the Bremerton & Peninsula College in Port Angeles, are assisting with a comprehensive survey of the current students and alums to find out their types of interests. We have also met with nine CEO's and major employers in the Kitsap region to find out what their needs are. In the next six weeks we hope to have a substantial amount of data to identify exactly what is the nature of the needs. Burton noted that he will be traveling to the Kitsap Peninsula again to talk with more business people.

In response to a question, Gibbons said there is need for programs in business management, accounting, as well as innovation, and sustainability.

14. ENTREPRENEURSHIP AND THE 21ST CENTURY GRADUATE

Catherine Riordan, Provost and VP for Academic Affairs, said that several new developments have emerged out of our six-year planning efforts. Brian Burton, Dean of the College of Business and Economics, reported that there is an initiative to establish a university-wide program leading to a minor in Entrepreneurship. Students across campus are interested in and have an aptitude to start their own organizations for multiple purposes – commercial gain or social good, or a combination of both. The university-wide entrepreneurship program will have different entices that reflects the entices of Western's students.

Craig Dunn, Associate Dean of the College of Business and Economics, and Ed Love, Professor of Marketing, reported on the need for entrepreneurship and innovation education and preparation in the 21st Century.

Burton reported that there will be a new hire to lead the program and that person will be named the David Cole Professor of Entrepreneurship, reflecting a donor's generous gift.

15. WESTERN READS

Catherine Riordan, Provost & VP for Academic Affairs said that the Western Reads program introduces new students to Western to a broad socially responsible inter-disciplinary perspective as soon as they come to campus.

Steve Vanderstaay, Vice Provost for Undergraduate Education, said that Western Reads is a campus-wide reading program for incoming freshmen and transfers. The program is designed to provide an academic first-impression of the university, introducing new students to Western as a campus in which engaging intellectual discussion occur both in and outside of class. Students are provided the book at the Summer Start orientation and asked to read it in anticipation of their studies at Western.

Dawn Dietrich, Associate Professor of English and Director of the Western Reads Program, and Shurla Thibou, Instructor of Women's Studies, talked about the program and this year's book, *The Immortal Life of Henrietta Lacks*. The Western Reads program offers an author visit, student hosted events, panels, guest speakers and other events for the year. Thibou explained how she incorporated the book into her Women's Studies classes.

A copy of the book was distributed to the Trustees.

16. 50/50 by 2020

Sherry Burkey, Associate Vice President for University Relations, updated the Board on the the Council of Presidents' legislative proposal, **50/50 by 2020**. The COP proposes getting back to a ratio of 50% tuition funding and 50% state funding by the year 2020. If the state invests \$225M dollars in the six four-year institutions (\$1 Billion by 2020 to reach 50/50 funding), each institution would guarantee they would freeze tuition in the current biennium. The outcomes from the proposal would be that the institutions would be able to deliver on the state needs – increase access, more stem graduates, more affordable opportunity for students. Burkey said the proposal syncs with the request from the community colleges and with the issues around totally funding K – 12.

Western would receive approximately \$18 - \$19M dollars in this proposal and would be able to fund our top decision packages.

The Council of Presidents will go public with the proposal in January 2013.

17. OLYMPIA UPDATE

Sherry Burkey, Associate Vice President for University Relations, distributed copies of the WWU 2013-15 Operating Budget Request's top items and their costs. Burkey said we are facing a challenging situation with 30% new legislative members, a new governor, and challenges in the leadership in the Senate. Committee assignments are unknown. The legislative session begins January 14th. Governor Gregoire's budget is out December 18th and the new governor will issue his new budget in January. Burkey said they are hopeful there will be reinvestments in higher education.

18. AUDIT COMMITTEE REPORT

Dick Thompson, Chair of the Board Audit Committee reported on the Audit Committee Meeting on Thursday, December 13. The committee:

- Approved the minutes of the October 11, 2012 Audit Committee Meeting

- Met in an Exit Conference with the State Auditor's Office. All our audits were clean and the State auditors complemented Western's staff.
- Heard that a Procurement Card audit will be held on WWU's campus. The report will be published in April 2013.
- Heard that WWU will contract with the State Auditor's Office to perform financial statement audit services for FY 2013.
- Received a draft of POL – BFA100.05, Business and Financial Investment Policy for Western Washington University.
- Heard updates from the Office of the Internal Auditor
- Met in private with President Shepard as required by the Audit Committee Charter, General #2
- Met in private with the Internal Auditor as required by the Audit Committee Charter, Internal Audit Program: #8

19. INFORMATION ITEMS

- **Academic Report**
Provost Riordan provided a written report on the Fall New Student Profile Report and Quarterly Enrollment Statistics
- **Admissions and Enrollment Summary**
Vice President Coughlin provided a written report on the university's Admissions and Enrollment Summary
- **Alumni Association Report**
Vice President Bowers provided a written report on the university's Alumni Relations activities.
- **Capital Program Report**
Vice President Van Den Hul provided a written report on the university's capital projects.
- **Development Report**
Vice President Bowers provided a written report on activities of the Western Washington University Foundation.
- **2nd Year Survey Report**
Vice President Riordan provided a written report from John Krieg, Office of Survey Research and a link to the Spring 2012 Follow-up Survey of Freshmen Who Entered Western in Fall of 2010 – Descriptive Statistics – Report 2012-04
- **The Essential Learning Outcomes**
FYI Only – Information was provided for those who were unable to open attachment at the October 12, 2012 Board of Trustees Meeting
- **Student Right to Know/Clery Act**
Vice President Coughlin provided the Board of Trustees with information regarding Western Washington University's compliance with the federal Jeanne Clery Disclosure of Campus

Security Policy and Campus Crime Statistics Act.

- **University Relations Report**

Vice President Swan provided a written report on the recent activities of University Relations.

- **2011 Annual Financial Reports**

2011 Annual Financial Reports were included for Western Washington University, Housing & Dining, Wade King Student Recreation Center, Associated Students Bookstore, and Parking Services.

20. MEETING EVALUATION & FUTURE AGENDA TOPICS

21. DATE FOR NEXT REGULAR MEETING: December 13, 14, 2012

22. ADJOURNMENT

The meeting adjourned at 11:50 a.m.

23. LUNCH

The Board of Trustees was joined by Jeff Wright, Dean of the College of Sciences & Technology, Kathy Kitto, Acting Vice Provost for Research/Dean of the Graduate School, Greg O'Neil, Associated Professor of Chemistry and Andy Bunn, Associate Professor, Environmental Sciences. They enjoyed a presentation on *Research Opportunities for Students with Leading Faculty on Critical Topics*.

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
MINUTES
SPECIAL MEETING
January 8, 2013**

1. CALL TO ORDER

Chair Peggy Zoro called the special meeting of the Board of Trustees of Western Washington University to order at 12:08 p.m., January 8, 2013, in Old Main 413, Bellingham, Washington.

Board of Trustees

Karen Lee, Vice Chair
Dennis Madsen
Joseph Meyer
Ralph Munro
Sue Sharpe
Peggy Zoro, Chair

Western Washington University

Bruce Shepard, President
Wendy Bohlke, Assistant Attorney General
Stephanie Bowers, Vice President for University Advancement
Mark Brovak, Senior Director and COO, University Advancement
Sherry Burkey, Associate Vice President for University Relations
Steve Hollenhorst, Dean, Huxley College of the Environment
Paul Mueller, Risk Manager, Environmental Health & Safety
Catherine Riordan, Provost & VP for Academic Affairs
Brian Sullivan, Assistant Vice President, Business & Financial Affairs
Steve Swan, VP for University Relations
Jerry Thon, President, Western Foundation Board of Directors
Rich Van Den Hul, Vice President for Business and Financial Affairs
Manca Vallum, Director of Development for the Sciences, Western Foundation

II. EXECUTIVE SESSION

At 12:08 p.m. the Board convened in Executive Session to discuss real estate matters as authorized in RCW 42.30.110.

At 12:53 p.m. the Board convened in Open Session. No action was taken.

III. ADJOURNMENT

The meeting adjourned at 12:53 p.m.

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

TO: Members of the Board of Trustees

FROM: Bruce Shepard, President

DATE: February 8, 2013

SUBJECT: **Public Comment Period**

PURPOSE: Information Item

Purpose of Submittal:

Substitute House Bill 2313, effective June 7, 2012, restates that governing boards of all institutions of higher education follow procedures for open public meetings in the Open Public Meetings Act. It also requires that Governing boards provide time for public comment at regular meetings.

Persons wishing to comment will sign in between 7:45 – 8:00 a.m. the day of the Board of Trustees meeting. The signup sheet will be given to the Board Chair at 8:00 a.m.

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

TO: Members of the Board of Trustees
FROM: Peggy Zoro, Chair, Board of Trustees
DATE: February 8, 2013
SUBJECT: **Board Chair Report**
PURPOSE: Information Item

Purpose of Submittal:

Board Chair Peggy Zoro will report to members of the Board, and the university president and his staff, topics related to the Board of Trustees:

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

TO: Members of the Board of Trustees

FROM: Bruce Shepard, President

DATE: February 8, 2013

SUBJECT: **President's Report**

PURPOSE: Information Item

Purpose of Submittal:

President Shepard will present brief reflections on issues of interest to the Board.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard on behalf of the Associated Students

DATE: February 8, 2013

SUBJECT: **Associated Students**

PURPOSE: Associated Students Report

Purpose of Submittal:

AS President Ethan Glemaker will brief the Board of Trustees on recent activities of the Associated Students.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard behalf of the Faculty Senate

DATE: February 8, 2013

SUBJECT: Faculty Senate

PURPOSE: Information Item

Karen Stout, Faculty Senate President, will brief the Board on recent activities of the Faculty Senate.

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

TO: Members of the Board of Trustees
FROM: President Bruce Shepard
DATE: February 8, 2013
SUBJECT: **Consent Items**
PURPOSE: Action Items

Purpose of Submittal:

Approval of the university recommendations provided on the consent item agenda.

Proposed Motion:

MOVED, that the Board of Trustees of Western Washington University, upon the recommendation of the president, approve the following consent items:

- Approval of Winter Quarter Degrees
- Construction Contract for Ridgeway Alpha Renovation, PW661

Supporting Information:

Materials supporting the consent item agenda are attached.

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

TO: Members of the Board of Trustees
FROM: President Bruce Shepard by Provost Catherine Riordan
DATE: February 8, 2013
SUBJECT: **Approval of Degrees**
PURPOSE: Action Item

Purpose of Submittal:

Board of Trustees responsibility to approve awarding of degrees

Proposed Motion:

MOVED, that the Board of Trustees of Western Washington University, on recommendation of the faculty and subject to the completion of any unmet requirements, approves awarding undergraduate and graduate degrees to the candidates listed in the files of the Registrar and Graduate Dean, for Winter Quarter 2013, effective March 23, 2013.

Supporting Information:

Lists on file with the Registrar and Graduate Dean.

Students	Winter 2013 <i>(Applications processed to date)</i>	Comparison: Winter 2012 <i>(Actual students graduated)</i>
<i>Undergraduates</i>	460	548
<i>Masters</i>	35	28

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

TO: Members of the Board of Trustees
FROM: President Bruce Shepard by Vice President Van Den Hul
DATE: February 8, 2013
SUBJECT: Construction Contract for Ridgeway Alpha Renovation, PW 661
PURPOSE: Action Item

Purpose of Submittal:

Award a construction contract for the Ridgeway Alpha renovation, PW 661. Contract award following Board action. Construction to start June 19, 2013.

Proposed Motion:

MOVED that the Board of Trustees of Western Washington University, upon the recommendation of the President, award a contract to Faber Construction Corporation, Lynden, WA, for the amount of \$1,450,000 (base bid, plus Alternate 1) for the Ridgeway Alpha renovation, PW 661.

Supporting Information:

This project includes upgrading fire alarm and detection systems, installing a fire suppression system (sprinklers), abating and replacing flooring in student rooms, and lighting upgrades.

This project was advertised for competitive bidding on December 5, 2012, with the bid opening held on January 11, 2013. Four bids were received by the University (see below bid summary). King Architecture, Bellingham, WA, prepared the plans and specifications for this project. Project award of the contract is also contingent on the approval of the contractor's Responsibility Criteria submittal.

Bid Summary

	Colacurcio Brothers Inc.	Tiger Construction Ltd.	CDK Construction Services Inc.	Faber Construction Corp.
Base Bid	\$1,727,000	\$1,513,000	\$1,496,000	\$1,438,000
Alt. 1 Add Roller Shades	\$15,000	\$13,944	\$14,400	\$12,000
Total Base Bid & Accepted Alternate	\$1,742,000	\$1,526,944	\$1,510,400	\$1,450,000

Source of Funding: Housing & Dining System – Non-Appropriated

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees
FROM: President Bruce Shepard
DATE: February 8, 2013
SUBJECT: Awarding an Honorary Degree
PURPOSE: Action Item

Purpose of Submittal:

Pursuant to RCW 28B.35.205, the Board of Trustees, upon recommendation of the Faculty Senate, may authorize the awarding of honorary bachelor's, master's, or doctorate level degrees to individuals "in recognition of their learning or devotion to education, literature, art, or science."

Western Washington University Board of Trustees *Rules of Operation*, Section 2.3 Authority Reserved by the Board, authorizes the awarding of honorary degrees [Section 2.3(f)]. The Faculty Senate Executive Council is responsible for reviewing nominations and recommending to me candidates for honorary degrees. I then select from among the nominees and, prior to sharing the possibility of such an award with the potential recipient, consult with the Chair of the Board of Trustees. These steps have been completed with regard to the recommended action I am now very pleased to bring before you.

I recommend that the Board approve awarding an Honorary Doctorate of Humane Letters for Noemi Ban. The degree would be conferred by the Woodring College of Education. We expect to award the degree as a part of the Winter Commencement where we would also have the privilege of hearing from Mrs. Ban as our commencement speaker.

Background information on Mrs. Ban is available here:
<http://www.wce.wvu.edu/Resources/NWCHE/noemiban/>. To briefly summarize:

Ban, a Holocaust Survivor, became a public Holocaust speaker, giving lectures nationally and internationally. In 1998 she received the Golden Apple Award which recognizes individuals and programs making a dramatic difference in Washington state education in grades pre-K through 12. In 2003 she wrote *Sharing Is Healing: A Holocaust Survivor's Story*, an autobiography of her experiences during the Holocaust and as a public speaker. In 2007 her life was made into the documentary film *My Name is Noemi*.

Proposed Motion:

MOVED, that the Board of Trustees of Western Washington University, upon recommendation by the President, award the degree Doctorate of Humane Letters, *Honoris Causa* to Noemi Ban.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Catherine Riordan and Senior Vice President Eileen Coughlin

DATE: February 8, 2013

SUBJECT: **Recruiting and Supporting Students of Color**

PURPOSE: Discussion Item

Purpose of Submittal:

The purpose of this session is to engage the Board in a discussion on broadening our recruitment efforts as part of our continued commitment to recruiting and yielding a diverse student body at Western.

Supporting Information:

Attached are some examples of the many pre-college and recruitment strategies and partnerships currently in place which are critical to our ability to attract a diverse group of students to Western.

Bellingham's location presents some challenges in attracting underrepresented students and the added cost of paying for housing in addition to tuition can be a barrier. Programs such as Compass to Campus are opening up the local pipeline; however, the majority of our prospective students come from King County. In general, multicultural, first generation, and students from low socioeconomic backgrounds often do not see college as an option (financially, socially, and/or culturally) and very often attend a college or university based on geographic and cost considerations. In order to relocate it is critical that the University community is welcoming and inclusive and supportive of both the students and their family members.

Attachment:

Recruiting and Supporting Students of Color

Western has been successful in attracting students from a diverse array of backgrounds through specific and intentional strategies that (1) provide early outreach in elementary and secondary schools identified to have high numbers of students from traditionally underrepresented and disadvantaged backgrounds, (2) increase visibility to Western (virtual and on campus) and to scholarship opportunities that make college a more viable option, and (3) help them and their families understand and simplify what can appear to be a complex system (e.g. admissions process, filing for financial aid) for enrollment. Their demonstrated success as alumni and members of our workforce are critical components to attracting future students and enhancing the reputation of this institution.

In 1980, students of color enrolled at Western represented just 3.7% of the student body (n=388). Since that time, Western has seen a growth in the number of students of color attending to fall 2012 figures of 21.3% (n=3,156).

Pre-College Outreach

- **Compass 2 Campus:** Over 900 local 5th graders visited Western in October of 2012 as part of the annual tour that is the kickoff to the mentoring relationship that begins between these 5th graders and students from Western Washington University and Whatcom Community College. Currently, students in grades five through seven from participating Whatcom and Skagit County schools are mentored in the program. As these students progress through middle and high school, the C2C mentors will follow them, supporting their achievement toward graduation. Since the program's inception 3 years ago, Western students have provided nearly 70,000 hours of mentoring.
- **Migrant Youth Initiative:** According to a presentation by Dr. Maria Timmons Flores, "Migrant youth face many barriers in their pursuit of a quality education. They come from families who are poor and are often socially marginalized due to language, culture, mobility and immigration status."

Woodring College of Education is taking active steps to address these barriers. Initiatives include migrant youth leadership conferences, a course offering (TESL 497: Building Bridges with Migrant Youth), service learning efforts in migrant communities, youth community action projects, and utilization of an AmeriCorps Retention Project Specialist.

- **Youth 4 Real:** A unique mentoring program that matches secondary education majors at Western Washington University with youth from Shuksan Middle School. Through program participation, both youth and mentors benefit by developing leadership skills, having access to safe learning environments, building relationships, and engaging the community through action projects. Partners in the program include Shuksan Middle School, Western's Center for Service Learning, Woodring College of Education, and the Whatcom Community Foundation

- Youth Outreach Initiative:** A collaborative program between the Center for Service-Learning and Woodring College of Education that links more than 200 teacher education students with 12 local elementary, middle and high schools and four non-profit agencies in the community. These mentors and tutors provide one-on-one or small group support for over 650 K-12 students through more than 4,000 hours of service annually. At the partner sites they support youth who are: English Language Learners; enrolled in special education; adjudicated youth; pregnant teens or new mothers; working in special programs designed to help them think about college; working toward a general education degree; engaging in community service projects; or demonstrating low literacy skills.

Making Western a Reality

- Admissions Partnerships and Strategic Travel:** Admissions staff, in particular the Multicultural Outreach Admissions Counselor, builds active partnerships across the state to develop an outreach and travel plan that is strategic and focused on establishing quality contacts through events such as group visits, college fairs, and presentations. Ongoing statewide partnerships include College Access Now (CAN), a community-based organization in Seattle; the College Success Foundation (CSF), and the Northwest Alliance for College Access.

Here is an example of Washington High Schools by Organization that are part of the 2012-13 travel plan. Schools are coded by county.

County codes: King (K), Pierce (P), Snohomish (S), Whatcom (W), Yakima (Y)

College Success Foundation	College Bound Scholarships In Educational Service District (EDS) 189	Federal Programs (e.g. Upward Bound, TRIO, AVID)	College Access Now
Henry Foss High School (P)	Mariner High School (S)	Foster High School (K)	West Seattle High School (K)
Lincoln High School (P)	Lynnwood High School (S)	Evergreen Complex (K)	Franklin High School (K)
Stadium High School (P)	Everett High School (S)	Clover Park High School (P)	
Mount Tahoma High School (P)	Ferndale High School (W)	Tyee Complex (K)	
Highline High School (K)	Squalicum High School (W)		
Cleveland High School (K)	Mount Vernon High School (W)		
Garfield High School (K)	Burlington Edison High School (W)		
AC Davis High School (Y)			
Eisenhower High School (Y)			

- College Bound Scholars:** The College Bound Scholarship program encourages low-income, middle school students to choose a path that will lead to educational success after high school. The program promises tuition (at public institution rates) and a small book allowance for income-eligible students who sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education

institution when they graduate. The Office of Admissions took the initiative to reach out to high school counselors, community-based organization advisors, and college access programs to identify and recruit College Bound Scholars. As a result, Western Washington University was the only four-year public institution to award College Bound Scholarships to prospective freshmen by May 1, 2012. A total of 484 prospective freshmen were awarded \$8,510 via the College Bound Scholarship program. Admissions partnered with Washington College Access Now and Northwest Alliance for College Access for program support and grant funding of College Bound Scholars outreach initiatives.

- **Costco & Western Leadership Scholars Program:** Costco has been an ongoing contributor to Western through scholarship dollars that support the Western Leadership Scholars (WLS) Program, a leadership development program aimed at a diverse and academically strong group of incoming freshmen. Over the last 5 years, 73 diverse students have received support from Costco, with 24 currently enrolled as Western Leadership Scholars in a selection class of 48 students.

Students selected for WLS are recruited for and selected by the Office of Admissions based on their academic abilities, but most importantly, their interest, record in, and potential to develop as leaders. WLS members are invited into an intensive experience during their first year which provides engagement activities that bestow personal and programmatic support to help these high-potential leaders. By participating in the program, WLS students further develop and refine their leadership abilities, which in turn promote their success and retention so that they can reach their full potential.

- **MAP (Multicultural Achievement Program) Overnights:** The MAP Scholarship is awarded each quarter to freshman and transfer students whose application for admission demonstrates an ongoing commitment to multiculturalism and/or diversity. Recipients of the MAP Scholarship receive a tuition reduction for their first year, and some awards are renewable. The program was revamped to include an overnight program, a yield reception, and specialized outreach based on scholarship selection.
- **Virtual Presence:** Many prospective students face financial and/or geographical barriers to visiting campus. The Office of Admissions has recently implemented two new initiatives aimed at broadening and modernizing its marketing to prospective students. Western is partnering with CollegeWeekLive, a company that coordinates online college fairs, to enable prospective students to visit Western's virtual booth and learn about Western through photographs, documents and even "chatting" with Admissions Counselors. In addition, Western has worked with YouVisit to create a virtual campus tour that students can take on their laptops, tablets or mobile devices. The virtual tour features video, 360-degree panoramic photographs, and information shared in the voices of Western's own student tour guides.

The Enrollment Process: Keeping it Simple and Supportive

- **Access Program:** Based on the student's academic abilities and potential to benefit from the services, Student Outreach Services, in coordination with the Office of Admissions, invites students to participate in the Access Program.

Access is a year-long program designed to help first-year students make a successful transition from high school to college. Research shows that students who are academically and socially engaged in their college environment graduate at higher rates than those who are less involved. The Access Program helps to ensure that these students remain engaged and involved during their first year, better enabling them to be successful for the remainder of their college career.

- **ANSLAMP (All Nations Louis Stokes Alliance for Minority Participation):** Student Outreach Services (SOS) and the College of Sciences and Technology (CST) have joined together to make available additional resources (e.g. a quarterly stipend, conference and internship opportunities, mentoring options, research potential) through the ANSLAMP program. ANSLAMP is funded by the National Science Foundation, with the goal of increasing the number of Native American students successfully completing degrees in Science, Technology, Engineering and Mathematics (STEM). This goal is accomplished through direct participant support and collaborations with partner institutions. ANSLAMP is designed to serve a geographically diverse alliance of 11 state and private institutions and 25 tribal colleges and universities located within 13 states.
- **College Goal Sunday:** Each year, Financial Aid Counselors volunteer on-site, professional assistance for completing the FAFSA (Free Application for Federal Student Aid) at College Goal Sunday events at high schools throughout Whatcom County. College Goal Sunday is a national program designed to promote access to higher education among financially-needy students in our country, including many at-risk and first-generation students of color. Staff recently completed events at Bellingham, Ferndale, Lynden, Meridian, Mount Vernon, Sehome, Squalicum and Stanwood high schools, serving 366 students and their families. This is a 185% increase over the number of students served in 2011. Approximately 41% of these students also self-identified as being eligible for the College Bound Scholarship program.
- **Communication Strategy and Messaging:** Admissions has redesigned its communications to be more personal to different groups of multicultural students and to send messaging that resonates with students and depicts an environment where they "fit." Some email messages and materials are provided in English and Spanish.
- **Designated Staff:** There are a number of staff with roles specific to multicultural outreach and recruitment. These include a Multicultural Outreach Admissions Counselor, a recruiter for Fairhaven who often accompanies Admissions staff at college fairs, a Recruitment and Retention Specialist in Woodring College of Education, a 50/50 Admissions and Financial Aid Counselor fluent in Spanish, and a Financial Aid counselor designated as a liaison to Northwest Indian College.

- **Family Support:** New Student Services/Family Outreach, with financial assistance from Student Outreach Services, annually sponsors family members of the 300 most financially needy freshmen to attend family orientation and Summerstart.
- **Financial Assistance:** Financial Aid staff refrains from automatically certifying private alternative loan applications received from students who have not filed the FAFSA. Instead, staff intervenes with financial aid counseling to encourage students and their parents to file the FAFSA first to be considered for better sources of financial aid before considering private alternative loans, which are a more expensive option. First-generation students, including students of color, are more likely to apply for a private alternative loan before filing a FAFSA, which can unnecessarily add to their loan debt.
- **Helping Admit New and Diverse Students (HANDS):** A mentoring initiative meant to provide underrepresented high school students access to resources and information regarding college education, admissions, financial aid, and the Western experience. HANDS participating schools (Ferndale, Mt. Vernon, and Squalicum high schools) are matched with HANDS mentors from Western who will help high school students evaluate their educational goals and provide the resources and support to achieve them. Participants interact with HANDS Mentors through small group interaction, informational workshops, and general informal advice about college.
- **Mid-Winter Tour:** Admissions staff has implemented the Mid-Winter tour targeted at schools with concentrated numbers of multicultural students. Each school selects a program of interest (application review session, essay workshop, click submit workshop, etc.) and Admissions counselors then bring that program to the school during the month of January with the intent of helping students finalize their college applications.
- **Multicultural Initiative in the Marine Sciences (MIMSUP):** The National Science Foundation-funded MIMSUP program is designed to increase diversity within the next generation of marine scientists. Participants receive intensive training in the marine sciences and in professional opportunities available to those who choose this career path. Applications are encouraged, in particular, from U.S. citizens belonging to groups currently underrepresented in the marine sciences (i.e., Native Americans, Alaskan Natives, African Americans, Latino/Hispanics and Pacific Islanders). Interest in this program at Western has exceeded expectations.
- **Orientation:** New Student Services/Family Outreach provides the platform through orientation events for new students and family members to connect with programs and resources including the Ethnic Student Center, Student Outreach Services and AS organizations.
- **SACNAS (Society for the Advancement of Chicano and Native American Students):** A Western student chapter recently formed to help reach out to Hispanic/Chicano, Native American and other historically underrepresented students in STEM (science, technology, engineering and technology) related fields.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Steve Swan, V. P. for University Relations

DATE: February 8, 2013

SUBJECT: **Front Door to Discovery**

PURPOSE: Discussion Item

Purpose of Submittal:

Steve Swan, Vice President for University Relations, will give a presentation on the proposed Front Door to Discovery Program.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Stephanie Bowers, Vice President for University Advancement and Executive Director, WWU Foundation

DATE: February 8, 2013

SUBJECT: **Campaign Update**

PURPOSE: Discussion Item

Purpose of Submittal:

Stephanie Bowers, Vice President for University Advancement and Executive Director of the WWU Foundation, will provide an update to the board on the Western Washington University campaign.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Sherry Burkey, Associate Vice President for University Relations

DATE: February 8, 2013

SUBJECT: **Olympia Update**

PURPOSE: Discussion Item

Purpose of Submittal:

Sherry Burkey, Associate Vice President for University Relations, will give an update on the 2013 legislative session.

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

TO: Members of the Board of Trustees
FROM: Bruce Shepard, President
DATE: February 8, 2013
SUBJECT: Washington Student Achievement Council

Purpose of Submittal:

Brian Baird, Citizen Member of the Washington Student Achievement Council (WSAC) will discuss the development of a 10-Year Roadmap to increase Washington's educational attainment level.

Supporting Documents:

Critical Crossroads: A Call for Action, The 2012 Strategic Action Plan for Educational Attainment.

WASHINGTON
 INSTITUTIONS

PREPARING FOR
 COLLEGE

PAYING FOR
 COLLEGE

PLANNING &
 RESEARCH

PROGRAM
 ADMINISTRATION

PUBLICATIONS
 LIBRARY

ABOUT THE
 COUNCIL



Brian Baird



Address & Directions

Council Meetings

Council Membership

Brian Baird

Scott Babin

Marty Brown

Josh Gellman

Trudie John

Raymond Lawler

Constance Rice

Jay Reich

David Schumacher

Directory of Staff

Employment

GET Committee

Legislative Matters

News Releases

Rule-Making

Vendor Registration Link

HECB Archives

Brian Baird is a six-term former member of Congress who represented the 3rd Congressional District in southwest Washington from 1999 until 2011. His committee assignments in Congress included the Science and Technology Committee, Transportation Committee, House Budget Committee, and House Small Business Committee. Baird founded the Career and Technical Education Caucus and coauthored legislation to promote STEM education.

Prior to his service in Congress, as a licensed clinical psychologist, Baird's 23-year clinical experience included specialization in clinical neuropsychology and medical applications in psychology. He was on the faculty and served as department chair in the Department of Psychology at Pacific Lutheran University from 1986 until 1998. He also taught at Pierce Community College from 1982. He has published articles in scientific journals and has written a best selling textbook.

Baird earned a bachelor of science in psychology from the University of Utah and a Ph.D. and master of science in clinical psychology from the University of Wyoming.

Term Expires: June 30, 2016

*Education is the movement
 from darkness to light.*

Critical Crossroads: A Call for Action

**The 2012 Strategic Action Plan for
Educational Attainment**

December 2012

**Washington Student
Achievement Council**



STATE OF WASHINGTON

WASHINGTON STUDENT ACHIEVEMENT COUNCIL

917 Lakewood Way SW · PO Box 43430 · Olympia, WA 98504-3430 · 360-753-7800 ·
www.wsac.wa.gov

The Washington Student Achievement Council was created by the Washington Legislature in 2012. The Council consists of nine members: five citizens, including one college student, and four members representing the Superintendent of Public Instruction, the State Board of Community and Technical Colleges, the Council of Presidents of the public four-year institutions, and the Independent Colleges of Washington.

Among its many duties, the Council has the primary assignment to prepare a "10-Year Roadmap" for achieving the goal of increasing the state's educational attainment level. The first step in preparing that Roadmap is to identify the key challenges and priorities we must address to meet that goal. That first step is this document, the "Strategic Action Plan." It is due to the Governor and Legislature by December 1, 2012. We, the members of the Student Achievement Council, have prepared this first Strategic Action Plan "*Critical Crossroads: A Call for Action*." Our report identifies five key challenges which we believe must be addressed in the development of the 10-Year Roadmap and should help guide educational policy for Washington State. The Roadmap is due to the Governor and Legislature by December 1, 2013.

Underlying this Action Plan is the Council's recognition that all of the Council's work must convey the importance of creating and sustaining a culture of both opportunity and expectations regarding education; that all of us – in and out of the education establishment – need to reinforce the notion that achievement, graduation, and hard work are expected of our students and all parts of our education system and that our educators, elected officials, and taxpayers need to be ready and willing to do their part to help those students succeed.

Toward that end, the Council will be fully inclusive in its work over the next year in preparing the 10-Year Roadmap. We will work with and listen to students, education providers, state policy makers, and community and business leaders. We invite and encourage all of you to join with us in the critical work ahead. We will provide notice on our website (www.wsac.wa.gov) of public meetings to discuss this Plan.

Brian Baird, Chair

Constance Rice, Vice Chair

Ray Lawton, Secretary

Scott Brittain

Jose Gaitan

Jay Reich

Marty Brown

Lindsey Jahm

David Schumacher

Critical Crossroads: A Call for Action

Introduction

If all of Washington's families and businesses—and in particular its sons and daughters—are to compete successfully in an emerging information-based global economy, then Washington must urgently make sweeping reforms and improvements to its education system. If changes are not made, we face the serious risk to our economy and democracy of creating two Washingtons—not divided by the Cascades or political parties—but based on educational achievement.

To realize our state's potential and avoid the risks of inaction, we must acknowledge that: (1) large numbers of current students are failing to meet requisite standards for the new economy and lack access to the training and education they will need; (2) we cannot presently fulfill the growing demands by our employers for a skilled workforce from among our graduates; (3) demographic and economic forces have produced significant education and employment gaps, particularly for Washingtonians of color and, if no changes are made, these gaps will likely become greater over time; and (4) perhaps most problematic of all, we lack a strategic, coordinated, and comprehensive plan to address these growing challenges.

This "Action Plan" acknowledges the extraordinary efforts made by educators and administrators every day in a variety of institutional settings to provide education throughout Washington. But, well-meaning efforts of so many people in this state have not produced the needed outcomes. This Action Plan does not begin with the premise that any one component of the education system has failed or that the needs of any one sector are more important than the needs of others. Indeed, there have been notable successes at various institutions and within various parts of our educational system that deserve our recognition. We should view the successes of our students with great pride.

This plan recognizes, however, that the realities of our economy, a growing population, and demographic patterns require new levels of collaboration, integration, and focus within our educational system as well as additional investment. We all have a shared responsibility for the educational attainment of our students, and we must ensure that all of our residents have equitable access to education.

Washington took assertive action in the 1990's to build new state college campuses. And, in the following decade a concerted effort was undertaken to upgrade and expand our older campuses. We now must address other barriers and obstacles to access and recognize that, if we are successful in doing so, we will need to increase the capacity of our system (physical, technological, and programmatic) to serve a growing number of students.

This report is a first step in addressing what is clearly emerging as a crisis and, in the coming months, we intend to use this report to initiate a broad public discussion. The report is an Action Plan. Its purpose is to identify the obstacles that need to be addressed and present a plan to complete, by December 2013, a comprehensive "road-map" for achieving and sustaining a viable, accountable, and effective education system.

Our Record of Performance. Too many of our students enter kindergarten unprepared to learn, drop out of high school before graduation, graduate without the skills to enter the marketplace, seek higher education unprepared for the rigors of college, fail to earn a degree, or graduate without the competencies to succeed in our increasingly sophisticated economy.

The New Economy. Washington touts its proximity to Asia and that it is home to a collection of cutting edge 21st century companies competing at the highest levels of the global economy. Our

14,817 = the number of Washington public school students who started ninth grade in 2006 but dropped out by 2011 (18% of the 9th grade class).

17,800 = the number of international workers provided H1-B visas to fill jobs in Washington because local talent was not available in 2010.

employers tell us that they must be able to hire employees who have 21st century skills. If our residents do not have the requisite skills, our employers will move or expand company divisions elsewhere, continue to rely heavily on workers trained in other states or nations, or they will fail. And if that happens, our residents will not have access to good paying jobs and stable employment.

Our Growing Disparity. Our economy is beginning to mirror the national economy where social mobility has faltered and educational attainment suited to the new economy will project either economic success or economic struggle. This harsh reality threatens our social fabric and its burdens fall disproportionately on those who are now struggling, whose families do not have a history of higher education, and who come to school unprepared and unsupported at home.

Demographic patterns suggest that this punishing reality of higher expectations and enormous obstacles to achievement will

only grow. More and more of our student age population is coming from groups who have been historically under-represented in postsecondary education—and over-represented in the number of students who drop out of high school.

492% = the growth of the Hispanic high school age population from 1986 to 2010.

Hispanics are now 16% of the 15-19 year-old population but are only 8% of postsecondary enrollment.

The Need for Planning. General Eisenhower once said that “Plans are worthless, but planning is indispensable.” Plans are static and immediately outdated, but planning is a way of thinking about our future that is invaluable as we make decisions about priorities and resources. Despite the extraordinary efforts of so many—in our classrooms, in our legislature, and in our communities—our education system is an aggregation of separate institutions and sectors lacking a comprehensive, integrated approach to addressing these issues. The answers are found in both traditional and non-traditional learning opportunities, as offered by private and public entities—from early learning through post-graduate education. We need to begin with a commitment to shared responsibility for the success of all of our students and an understanding how each part of the system can contribute to that end.

This Action Plan is an important first step. It does not assume that additional funding is needed to begin addressing this challenge, though adequate and sustained investment both in the aggregate and in its strategic allocation is undoubtedly necessary. Rather, this Action Plan focuses on what can be done now to start the development of a long-term Roadmap to align our education system and

increase its capacity to meet increased demand. The Council has identified five critical obstacles to student achievement and levers for fundamental change:

1. Readiness
2. Affordability
3. Institutional Capacity and Student Success
4. Capturing the Potential of Technology
5. Stable and Accountable Funding

This report does not focus exclusively on what resources and changes are needed at our institutions of higher education, for it is our fundamental belief that the challenges we face in educational attainment, especially at the postsecondary level, cannot be addressed by the higher education sector alone. This report will focus on the nature and scope of the obstacles to higher student achievement and also provide examples of current efforts to address these priority areas.

It then presents a framework and work plan for preparing, over the next twelve months, a 10-Year Roadmap for exploring these obstacles and identifying various opportunities that can lead to change. This roadmap will be presented to the Governor and Legislature in December 2013.

Appendices at the end of this report provide detailed information about Washington's education landscape, including a description of the various state entities that have education oversight responsibility and data about student demographics and enrollment.

Levers for Change

Challenge 1: Readiness

Student readiness is the foundation of educational success. Preparation for successful learning is not only about a student's acquisition of learning skills and competencies, it also is about a student's belief in the value of education and that he or she can succeed. Our discussion of student readiness focuses on what barriers to preparedness exist within the education sectors and what is being done and needs to be done to address those barriers.

Early Learning

We begin by recognizing that perhaps the biggest barriers to preparing for a successful education are those which many children face before they even enter kindergarten. Accessible pre-natal health, adequate nutrition and wellness, and stable and supportive family environments are important foundations for student success.

The Washington Department of Early Learning was created in 2006 as the first cabinet-level agency to focus on the learning needs of the "Pre-K" population. The department is engaged in many important efforts that will lead to education success. One important example is a new partnership program between the Department of Early Learning and the state's community and technical colleges. This partnership has created online early childhood education classes with pooled enrollments through WashingtonOnline (WAOL). The colleges worked together to establish common criteria for recognizing community based organization-provided training (CBO) for credit towards early childhood education credentials.

Nearly 1/5 (18%) of our state's children live in families whose income is below the poverty level.

The Council recognizes that our four-year institutions do not have a responsibility for direct intervention in this area, though they do provide related academic programs for educators and health professionals. The Council is interested in knowing how the public and independent institutions could expand their participation in partnership efforts to address this challenge.

To assist the Council in preparing the 10-Year Roadmap, we call upon the Department of Early Learning to work with our community and technical colleges, the OSPI, and the public and independent four-year universities to assess and share with the Council how the needs of the Pre-K population have implications for K-20 learning and how higher education could contribute to addressing this barrier.

Opportunities Lost in the K-20 Pipeline

The fastest growth in the state's younger population is among groups that traditionally have not been well served by our education system. Establishing a "college and career readiness culture" among these groups is essential to maintaining Washington as a vital place to live and work.

Too many students either fail to complete high school or fail to continue to postsecondary education after they graduate from high school. Overall, 18 percent of all public school 9th graders drop out of high school without graduating, but some groups of students are more likely to drop out than others. Students with limited English skills, students from migrant families, and American Indian students have dropout rates between 30 and 37 percent. Students who are Pacific Islander, Hispanic, Black, or come from low income families have dropout rates between 26 and 29 percent.

26% to 37% = the percentage of students of color and from lower income families who drop out of high school.

30% = the percentage of all high school graduates who do not enroll in higher education within five years after leaving high school.

For those who do graduate from high school, making the transition to college presents yet another challenge and some groups of students are less likely to enroll than others. Overall, 30 percent of all high school graduates do not enroll in a postsecondary institution within five years of graduation.

Those less likely to enroll include students who are Hispanic, American Indian/Alaska Native, or low income. Over 46 percent of these groups of students do not enroll. Proximity to a postsecondary institution may influence college going behaviors among high school students as well.

The Council believes that early outreach and support is essential to curb the above losses. Currently, many public and private organizations in Washington are working collaboratively to enhance student preparation and college access. Such organizations employ a diverse set of approaches to address this critical challenge.

One promising effort has been the College Bound Scholarship program for low income 7th and 8th graders. This program guarantees a scholarship to those students who enroll in the program, graduate

from high school in good standing, and matriculate to institutions of higher education. In 2008, 57 percent (15,863) of all low-income students in the 7th and 8th grade enrolled in the program. By 2012, that increased to 77 percent (24,688).

As part of our work plan to develop the 10-Year Roadmap, we will ask the K-12 and higher education sectors in consultation with private organizations to propose an integrated strategy for sustaining and expanding effective outreach and support programs for vulnerable students.

Aligning High School Graduation Requirements and College Admission Standards

Currently, high school graduation requirements do not align fully with college admission standards. This is a critical barrier for the very students who are motivated to attend and succeed in college. They **must know** early in their educational path what courses they need to take in middle and high school in order to be admitted to college. Those who succeed in meeting these requirements should have a place in our system of higher education.

52% = the percentage of 2008 high school graduates who did not complete the minimum courses required for admission to a public baccalaureate institution in Washington.

Some important work is underway in this area. For example,

- The alignment of high school graduation requirements for both math and English with college admission requirements is nearing completion.
- Common Core State Standards for all high schools have been developed and will be fully implemented along with a new assessment system by 2015.
- Participation in dual credit programs is increasing. Students participating in these programs earn high school and college credits at the same time. There are currently 60,300 high school students who are completing college courses while in high school.

Our work plan for preparing the 10-Year Roadmap will include a review and assessment of what actions are being taken and need to be taken to address the challenges of alignment. This assessment will also include a determination of what sustaining mechanisms will be needed to ensure ongoing alignment of high school graduation and college admission and transfer requirements.

Remedial Education

Many students entering college do not have the level of preparation necessary for success. Nearly three-fifths of students entering community colleges from high school require at least one remedial course, usually in math. This diverts limited higher education resources to high school level teaching, lengthens the time and cost to graduation, and leads to higher education inefficiency and lower attainment rates.

3/5 = the proportion of high school graduates who need remedial coursework at our community and technical colleges.

With scarce resources, our community and technical colleges have undertaken meritorious efforts to assist in providing remedial education. Our state's four-year institutions are also allocating scarce resources to address this barrier. However, these good efforts are mitigations; they do not fix the problem.

The recent Supreme Court ("McClery") decision requiring the state to fully fund K-12 basic education provides a unique opportunity for demonstrable reductions in the need for remedial education.

Our work plan for preparing the 10-Year Roadmap will ask the Office of the Superintendent of Public Instruction and the State Board of Education to advise the Council on how full funding of Basic Education will result in less need for remedial education following graduation.

Challenge 2: Affordability

American public higher education is founded on the principle of shared responsibility. Over time, public policy and law recognized that public higher education was to be accessible to all people and, that to make it so some people would need assistance in paying their share of college tuition.

"The expenses of the universities are defrayed partly by the public, and partly by the individuals profiting of them."

— Thomas Jefferson, 1823

As a result, at the national and state level, student financial aid programs were created. These programs were not designed to control or reduce the cost of college education. Rather, they were designed to provide financial aid to needy students to help pay the students' share or price of college. In Washington, students qualify for state financial

aid (State Need Grant) if their family income is 70 percent or less than the state's median income of \$57,500, that is incomes of \$40,250 or less for a family of four.

Washington is recognized as a leading "high-aid" state. Our state's elected officials have continually demonstrated their commitment to helping lower-income students attend college. Since 2000, the Legislature has increased total State Need Grant funding by 240 percent (based on constant dollars). At the same time, tuition revenue at our state's public institutions of higher education grew (in constant 2000 dollars) by **151 percent**.

However, because of demographic changes in our state, record numbers of students enrolling in higher education are financially needy. The number of financial aid applications has increased significantly (exceeding 500,000) in Washington for 2011-12, a *61 percent increase* over the past four years.

This level of increased demand and the concurrent increases in college tuition have exceeded the capacity of financial aid funding, despite the significant increases in that funding cited above. As a result, the State Need Grant program has experienced record numbers of eligible students unable to receive the grant due to limited funding.

In 2011-12, nearly 32,000 eligible students did not receive the grant, which represents 30 percent of the total eligible population. These students work more, take fewer classes, incur greater debt and drop out more often than their peers who do receive a grant. In addition, other aid programs have been impacted by the state budget. State Work Study was significantly reduced, by 66 percent, and several other merit and workforce aid programs were completely suspended. It is important to emphasize that the above data do not show the number of people who did not apply for college admission because of the unavailability of financial aid.

In 2000, annual tuition and fees at our public four-year institutions was about 5% of the state's median income for a family of four.

By 2012 it had more than doubled to 11%.

Compounding this problem is the reality that the barrier of higher education affordability is no longer limited to lower-income families. The rising cost of tuition, particularly at public universities and colleges, is exceeding the resources of many middle-class families.

There are many activities underway concerning college affordability in Washington:

- As mentioned earlier, the number of 7th and 8th graders enrolling in the **College Bound Scholarship Program** for low income 7th and 8th graders is increasing.
- **An evaluation of current State Need Grant policies**, which is being conducted by Council staff, will be linked with the results of a student outcomes study being conducted by the Washington Institute for Public Policy. Upon the integration of these two studies, information and recommendations will be made to the Legislature about how limited financial aid dollars can be best spent.
- **A study concerning the feasibility of creating a Higher Education Loan Program** is currently underway. The study, assigned to the Council by the Legislature, involves the participation of higher education representatives, state finance experts, and independent financial consultants.
- **An information and counseling website for financial aid recipients** providing links to financial support opportunities was assigned to the Council and is under development.

These activities are important because they will help ensure that limited dollars are spent effectively and that students will have access to information about available financial aid resources. However, these efforts do not offer a different way of addressing college *affordability*.

As discussed earlier, the conventional approach to college affordability has been to subsidize the price of attending college by providing those in need with financial assistance. In the conventional model, student price (tuition) is held as a constant and financial aid is directed toward that expense.

This model works well when: (1) public college tuition increases at a fairly predictable rate—paralleling overall inflation and increases in personal and family incomes; (2) the number and proportion of students needing financial aid is relatively constant; and (3) the state has sufficient resources to mitigate increases in cost for those in need.

None of these three conditions now exist. Specifically: (1) tuition, as discussed above, has increased dramatically, much more than the rate of inflation and growth in personal and family incomes; (2) the number and proportion of students needing financial aid has grown dramatically; and (3) the lack of the same state resources that led to the steep rise in tuition also limits the ability of the state to adequately mitigate the price of attending college. Clearly, a new paradigm to complement the traditional model is needed. The Council will review the current model of financial aid and explore options to address affordability.

In addition to examining ways to help students and their families pay the price of higher education, we must also look at the cost drivers of providing that education as more students enter and move through the entire course of higher education. This is a challenging inquiry since there has been considerable concern expressed that our teachers, faculty and administrators are not adequately compensated. To address the issues of cost, we will need to address the efficiency and efficacy of our education system and ask difficult questions about the traditional manner in which education is provided. We address some of these issues later in this report in the section titled “Stable and Accountable Funding.”

In preparing the 10-Year Roadmap, the Council will examine ways to reduce the price of education to students and their families. The Council will explore feasible strategies to reduce the amount or cost of course credits students need to purchase at the institution at which they will graduate by honoring course credits earned in high school, on-line, or through work experience.

Challenge 3: Institutional Capacity and Student Success

Washington has been very successful in educating and graduating those students who enroll in college. During the 2009-10 academic year, Washington was first among all 50 states in the efficient production of baccalaureate degrees among students already enrolled in college. An undergraduate who attends one of Washington’s four-year public colleges or universities has an excellent chance of successfully completing his or her studies and receiving a baccalaureate degree.

*In 2009-10
Washington ranked
1st nationally in the
efficiency of four-
year degree
production, but...*

More than 70 percent of the students who access higher education in Washington do so first at a community or technical college (CTC). Nearly one-third of students who enrolled in community and technical colleges intend to transfer and complete a bachelor’s degree.

Washington also is very efficient in graduating students enrolled in graduate and professional programs. Among all 50 states, Washington ranked fifth in 2009-10 in graduating students who are enrolled in graduate and professional degree programs.

... Washington ranks 42nd of the fifty states in baccalaureate degree production and 36th in graduate degree production.

But, despite comparatively high completion rates among those who enter our institutions, Washington still lags the nation in overall degree production. Washington ranks 42nd in baccalaureate degree production and 36th in graduate and professional degree production.

We need to increase capacity because too many eligible Washington students currently do not have access to postsecondary education and, if we are successful in addressing achievement at the high school level, we will actually increase competition for limited spaces. The challenge of adequate capacity is exacerbated by the desire to attract students who will pay premium rates. While there are good educational and fiscal reasons to attract foreign students, our first priority must be to find spaces for qualified Washington students, particularly in high-demand fields.

In earlier sections of this report we identified strategies to address challenges faced by our state's K-12 and traditional college-age population in the areas of readiness and college affordability. However, raising our state's level of educational attainment will also require meeting the educational needs of older residents, whether they are first-time or returning students. Currently, Washington ranks below the national average in the enrollment of 25 to 49 year olds as a percentage of its total population in that age group.

The Council is also concerned with recent media attention to national reports contending that many students graduate from college without core academic skills. The Council will seek to understand the implications, if any, of these issues to Washington.

In its work plan for preparing the 10-Year Roadmap, the Council will investigate the development of measurable targets and milestone dates for meeting the challenge of increased demand for postsecondary education; including the greater participation of returning adults. As part of that review, the Council will explore how prior and concurrent learning credit should be recognized by the higher education institutions.

As part of the 10-Year Roadmap, the Council will ask our public and private institutions of higher education to describe how they assess the skills, knowledge, and experience students will need to succeed after graduation. This discussion should address how curricula and other learning opportunities include courses and other experiences that will develop the requisite skills and, importantly, how these skills will be evaluated and assessed prior to graduation.

Challenge 4: Capturing the Potential of Technology

The availability and use of information technology for providing education is widely recognized. Our state's educational institutions have for many years been using evolving e-Learning technologies as part of their instructional programs. For example, Washington's community and technical college fall quarter online enrollment grew from 373 FTE students in 1998 to 20,025 FTE students in 2011, and e-Learning now accounts for 31,684 FTE students in the CTC system.

The availability of e-Learning to provide education to people who live in remote areas, distant from a college, and to working adults also is widely recognized. Again, our state's colleges and universities have made many of their courses available to their students who are place-bound or who work full-time.

In addition to continuing technological changes, though, a new model for packaging online education has emerged. This model involves the "bundling" of instructional courses and programs developed by different academic entities and the "brokering" of this product by public or private entities to both students and institutions of higher education.

318% = the increase in students enrolled in WGU Washington from fall 2011 to fall 2012.

For example, Western Governor's University (WGU) Washington has experienced a dramatic increase in student participation. In 2011, WGU Washington enrollment was 895. It is now 3,750. And, recently, the University of Washington (UW) received a Gates Foundation grant to develop a Massive Online Open Courses program (MOOC). The program will be offered for the 2012-13 academic year. In addition to free courses offered to the general public, the UW was the first university in the U.S. to provide credit classes and certificate programs on the MOOC platform.

20% = the percent of CTC students who attend partially or completely online. The number is increasing.

Elsewhere in the nation, Harvard University, Massachusetts Institute of Technology, the University of California-Berkeley, and other institutions are offering MOOCs, which are available for free or for a small fee. However, very few MOOCs currently offer academic credit or lead to degrees.

The Council believes that online learning can play an important role in addressing the barriers of affordability and student readiness and that the WGU and MOOC models could be a primary vehicle to help address those barriers. The Council recognizes the need for institutions to integrate these learning products into their curriculum and to ensure that they offer quality content.

The University of Washington will offer a "MOOC" program in 2013. The cost to students will be about 40% less than traditional program enrollment.

The Council has also heard concerns that on-line courses pose a competitive challenge to traditional bricks and mortar education, particularly if such institutions fail to adequately embrace the potential of this technology. In addition, the Council has a statutory responsibility and will play a role in ensuring consumer safeguards in this arena.

While we have much more to learn about the appropriate role of evolving information technology and its use in higher education, it is clear that the 10-Year Roadmap will need to address its potential and risks in a strategic and comprehensive manner.

Our plan for preparing the 10-Year Roadmap, the Council calls upon the SBCCTC and the public and independent four-year institutions to inform the Council of efforts underway to integrate on-line learning and discuss the feasibility of and requirements for fully integrating online learning opportunities into each institution's instructional program. This assessment should include a discussion of how on-line learning could lower the students' cost of attendance and the cost of expanding system capacity.

Challenge 5: Stable and Accountable Funding

The Supreme Court has directed the state Legislature to take immediate action, starting in the next state budget, to fully fund K-12 Basic Education. Current estimates are that the 2013-15 state budget will add about \$1 billion to the K-12 budget.

Unlike K-12, higher education is currently a "discretionary" area of the state's budget. This means that appropriations to higher education are not tied to either a constitutional or statutory mandate.

State funding of higher education comes mostly from the state's General Fund, which is dependent upon the state property tax, sales tax and other tax revenue. These sources of revenue, particularly excise taxes, are not *stable* in that downturns in the state's economy have dramatic impacts on the amount of tax revenue available to the state. Consequently, planning for higher education expansion and enhancement is difficult because the funding base is not predictable.

While the effort to ensure a sufficient and stable source of state revenue is ultimately a matter of public policy and choice, public higher education can and should develop a clear and defensible funding plan. This plan should include the three components of public higher education financing; state funding to institutions, student tuition, and financial aid, and be based on funding standards that reflect the need for academic quality and the efficient and accountable use of public resources.

Importantly, this plan will be used by the Council as it develops its biennial funding recommendations for the public higher education sector. These recommendations, which are a statutory mandate of the Council, will need to look at not only the "gaps" in current funding levels, but the additional resources which will be needed if we are successful in addressing the barriers discussed above.

State appropriations to all public institutions have decreased by 28% since FY 2000.

To mitigate the loss of state dollars, tuition revenue increased by 151% since FY 2000.

Over the same time period, student (FTE) enrollment has increased by 23%.

This decline in state funding and increase in enrollment has resulted in per-student state funding decreasing by 42%.

Specifically, we expect to have significantly more students over time ready and applying for admission to institutions of higher education. The Council's 10-Year Roadmap must address the operating and capital investments which will be needed to enroll and educate these students. Our 10-Year Roadmap must present a financially and educationally sound path to meeting the increasing educational needs of our growing population.

In addition to increasing instructional program capacity, we must also recognize the economic importance to Washington of the research mission of our research institutions. While much of the important research is funded by non-state dollars, the state must adequately fund the human and physical infrastructure needed to compete for research funding.

Our plan for preparing the 10-Year Roadmap calls upon the SBCTC and the public four-year institutions to work with Council staff in developing, in coordination with the Office of Financial Management and legislative staff, a public higher education plan of financing. This plan should address sustainable funding sources and defensible funding benchmarks which the Governor and Legislature will have confidence in when making resource allocation decisions.

Preparing the 10-Year Roadmap

In this *“Call for Action,”* we have identified *several tasks* that we intend to discuss with our colleagues throughout the education sector. We need to understand what efforts are underway and what will be needed going forward. These assessments need to be based on data and our plans must establish measurable goals that can be assessed and evaluated over time. The development of a Roadmap and its implementation will require an unprecedented level of collaboration and cooperation among various agencies. We look forward to that shared effort. The requests outlined in this Call for Action are summarized below.

Challenge Area	Initiating Agency	Task Request	Start/End
Student Readiness	Assess how the needs of the Pre-K population have implications on K-20 learning, and advise the Council on how higher education could contribute to addressing this barrier.	COP ICW SBCTC	May 2013
	Prepare an integrated strategy for sustaining and expanding effective outreach and support programs.	OSPI COP ICW SBCTC	April 2013
	Determine the actions needed to fully align high school graduation and college admission requirements and identify what will be needed to sustain on-going alignment.	OSPI SBCTC COP	February 2013
	Advise the Council on how full funding of Basic Education will result in less need for remedial postsecondary education.	OSPI SBE	March 2013
Affordability	The Council will review the current model of financial aid and examine new options to address affordability. The Council will explore feasible strategies to reduce the amount or cost of course credits students need to purchase at the institution at which they will graduate by honoring course credits earned in high school, on-line, or through work experience.	COP ICW SBCTC	June 2013
Institutional Capacity and Student Success	Investigate the development of measurable targets and milestone dates for meeting the challenge of increased demand for postsecondary education; including greater participation of adults and how prior and concurrent learning credit should be recognized by the higher education institutions. Advise the Council on how the higher education institutions assess the skills, knowledge, and experience students will need to succeed after graduation.	COP ICW SBCTC	September 2013
Capturing the Potential of Technology	Discuss the feasibility of and requirements for fully integrating online learning opportunities into each institution's instructional program. This assessment should include an analysis of the extent that this model can lower the students' cost of attendance and expand system capacity	SBCTC COP ICW	August 2013
Stable and Accountable Funding	Developing a public higher education plan of financing. This plan should address sustainable funding sources and defensible funding benchmarks	SBCTC COP	July 2013

The “Call for Action” Summary

In this Call for Action, we have identified five key challenges that we must begin to address *if we are serious about raising the educational attainment level of Washington students*. The Student Achievement Council *is* serious and is committed to working with all sectors of the educational community, the Legislature, the business community, civic society and others to meet this goal. Our task ahead will not be easy. It will require the courage to explore new approaches to delivering and funding education and meeting the challenges our students and their families face in reaching success. We have many strengths to build on, but this effort will require an unprecedented level of collaboration, integration, and accountability.

The Council believes this can be done and we must begin. We, in fact, start our work with a shared vision: that every child and adult will be able to succeed in his and her education; that our state's employers will have confidence in the availability of a well-trained and qualified workforce, and that our state's policy-makers and taxpayers will have confidence in our plan and use of scarce resources.

Appendix A - The Education Landscape

A wide variety of state, regional, and local agencies, boards, councils, and associations are involved in governance, administration and policy development for Washington’s schools, colleges and universities.

Following is a list of these organizations and their principal missions. The Council is charged with facilitating collaboration among these organizations and supporting research and innovation that leads to greater levels of student and institutional success.

Official Entities with Oversight of Education Activities in Washington: Key Responsibilities		
Department of Early Learning (DEL)	Office of the Superintendent of Public Instruction (OSPI)	State Board of Education (SBE)
<p>Oversee the Early Childhood Education and Assistance Program (ECEAP).</p> <p>Set policy for child care subsidy programs.</p> <p>Oversee the state professional development system to help ensure that for those who care for and teach young children continue to increase their skills and education levels.</p> <p>Work to boost the quality of early learning programs around the state and share information with families about quality through our state.</p>	<p>OSPI is the primary agency charged with overseeing K-12 public education in Washington state.</p> <p>OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.</p> <p>Key Activities include:</p> <ul style="list-style-type: none"> • Assessment and student information • Career and college readiness • Certification • Child nutrition • Communications and community outreach • District and school improvement and accountability • School facilities and organization • Secondary education • Special programs and federal • Accountability • Student support 	<p>The SBE consists of 16 statutory members. The purpose of the Washington State Board of Education is to provide:</p> <ul style="list-style-type: none"> • Advocacy and strategic oversight of public education • A standards-based accountability system to improve student academic achievement • Leadership in creating a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles • Promote achievement of the Basic Education Act goals • Establish high school graduation requirements • Approve K-12 private schools • K-12 accountability

Official Entities with Oversight of Education Activities in Washington: Key Responsibilities		
Professional Educator Standards Board (PESB)	Local Education Agencies (295 School Districts)	Educational Service Districts (ESDs)
<p>The PESB is an 11-member statutory board.</p> <p>Establish policies and requirements for the preparation and certification of education professionals, ensuring they:</p> <ul style="list-style-type: none"> • Are competent in the professional knowledge and practice for which they are certified. • Have a foundation of skills, knowledge, and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals. • Are committed to research-based practice and career-long professional development. <p>The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.</p>	<p>Washington state has 295 school districts, responsible for educating more than one million students.</p> <p>These districts are responsible for:</p> <ul style="list-style-type: none"> • Supervision of school staff and teachers. • Professional development and evaluation of school staff and programs. • Approval and monitoring of budgets and education plans. • Management of schools' operations, finances, and human resources. 	<p>Educational Service Districts are statutory entities. There are the nine ESDs, each governed by a board of directors elected by the local school districts they serve.</p> <p>Each of the nine boards employs a superintendent and staff who work with the school districts in their region to provide requested services.</p> <p>The specific statutory duties of the ESDs are to:</p> <ul style="list-style-type: none"> • Provide cooperative and informational services to local school districts. • Assist the Superintendent of Public Instruction and the State Board of Education in the performance of their respective statutory or constitutional duties. <p>Provide services to school districts and to the Washington State Center for Childhood Deafness and Hearing Loss and the School for the Blind to assure equal educational opportunities.</p>

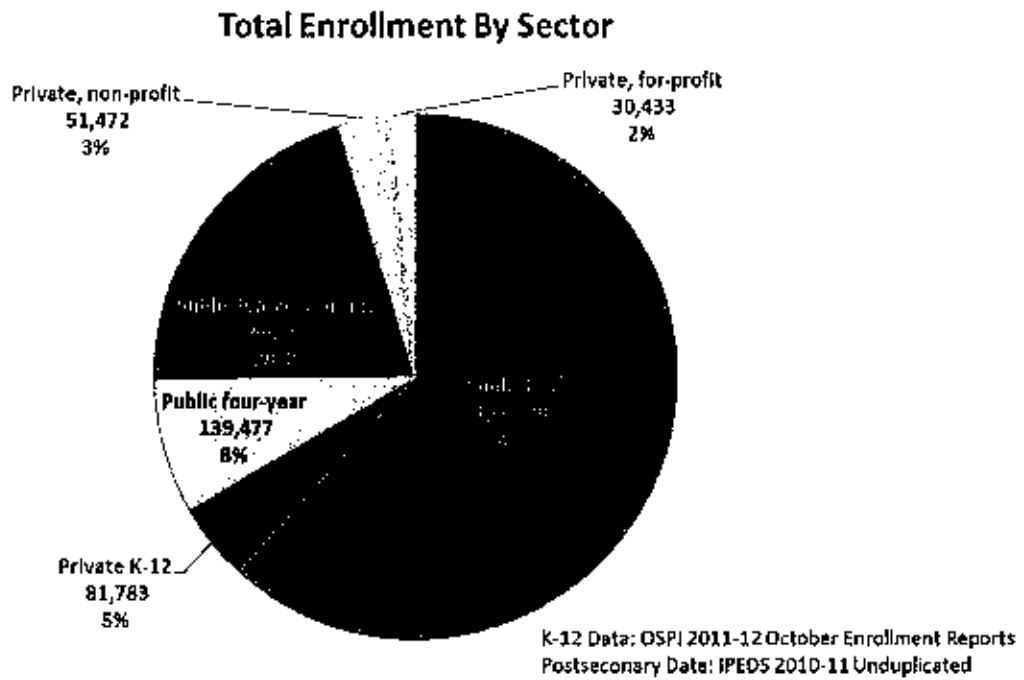
Official Entities with Oversight of Education Activities in Washington: Key Responsibilities		
State Board for Community and Technical Colleges (SBCTC)	Education Research and Data Center (ERDC)	Workforce Training and Education Coordinating Board (WTECB)
<p>The SBCTC is the state-level governing board of the state's 34 community and technical colleges, each of which is governed by a Board of Trustees.</p> <p>Primary duties include:</p> <ul style="list-style-type: none"> • Request and disburse capital and operating funds to the college districts. • Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law. • Administer criteria for establishment of new colleges' and for the modification of district boundary lines. • Establish minimum standards for the colleges' personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support. • Provide research and analysis to support statewide policy development. • Administer adult education and literacy programs, GED testing, and adult high school completion programs. 	<p>The ERDC is a division of the Governor's Office of Financial Management.</p> <p>Principal duties include:</p> <ul style="list-style-type: none"> • Coordinate with other state education agencies to compile and analyze education data. • Make recommendations to the Legislature regarding data collection and improvement. • Monitor and evaluate the education data collection systems of education organizations and agencies. • Track enrollment and outcomes through the public centralized higher education enrollment system. • Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system. 	<p>The Workforce Training and Education Coordinating Board (Workforce Board) is a Governor-appointed body representing a partnership of nine voting members from business, labor, and government.</p> <p>Its mission is to:</p> <ul style="list-style-type: none"> • Advise the Governor and Legislature on workforce development policy. • Promote a system of workforce development that responds to the lifelong learning needs of the current and future workforce. • Advocate for the non-baccalaureate training and education needs of workers and employers. • Facilitate innovations in workforce development policy and practices. • Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

Official Entities with Oversight of Education Activities in Washington: Key Responsibilities		
Washington Student Achievement Council	Public Baccalaureate Boards of Regents and Trustees	Education Partners
<p>The Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher overall levels of educational attainment in Washington state.</p> <p>The Council consists of nine members. Principal duties include:</p> <ul style="list-style-type: none"> • Preparing a 10-Year Roadmap focused on increasing educational attainment. The Roadmap must encompass all sectors of higher education, including secondary to postsecondary transitions. • Submitting a Strategic Action Plan to the Governor and Legislature every two years focused on strategies and resources needed to implement the Roadmap. • Identifying budget priorities and levels of funding for higher education. • Ensuring the quality of state financial aid programs and services that support educational access and affordability. • Providing college savings opportunities through the Guaranteed Education Tuition (GET) program. • Setting minimum college admission standards. • Preparing under-represented middle and high school students for postsecondary education through early outreach programs. 	<p>Regents and Trustees are the governing bodies of the state's baccalaureate institutions. They establish the policies and priorities needed to carry-out the institution's role and mission.</p> <p>The Regents and Trustees:</p> <ul style="list-style-type: none"> • Propose, adopt and recommend institutional budget proposals to the Legislature and the Governor. • Allocate funds as appropriated. • Set tuition rates for resident and nonresident undergraduate and graduate students. • Employ and oversee institution's president, faculty, and staff. • Provide for the care and custody of the institution's real property. • Establish the colleges, schools, and departments within the institution. • Accept, sell, lease, exchange, invest, and expend gifts, grants, bequests, fees, rents, profits, and incomes. 	<p>In addition to official state entities with oversight authority there are many organizations that contribute to P-20 learning and advocacy.</p> <p>Two important postsecondary sectors include:</p> <ul style="list-style-type: none"> ▪ Independent Colleges of Washington ▪ Private Proprietary Colleges <p>Other entities include:</p> <ul style="list-style-type: none"> • AFT Washington • League of Education Voters • College Success Foundation • Washington School Principals Association • Washington Association of School Administrators • Washington State School Directors Association • Washington Council for High School-College Relations • Washington Education Association • Washington State PTA • Community Center for Education Results • Washington Student Association • UW Graduate Professional Student Senate • Northwest Career Colleges Federation, Washington • Prosperity Partnership • Washington Roundtable • Partnership for Learning • United Faculty of Washington State • College Spark • Gates Foundation • Washington State Apprentice and Training Council

Appendix B – Student Enrollment and Demographics

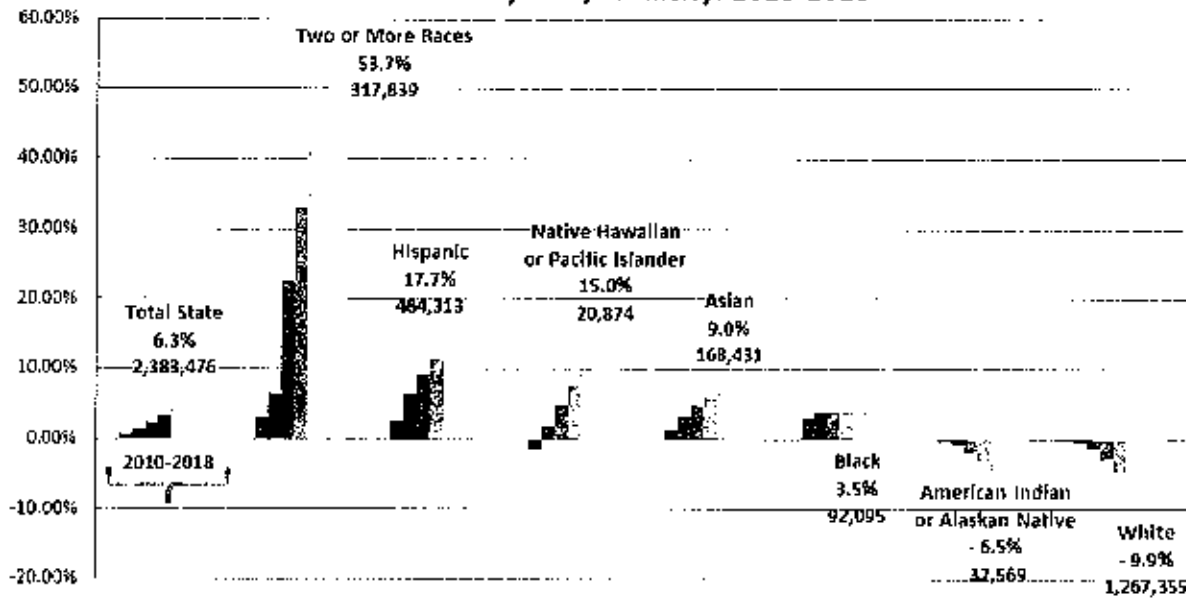
Altogether, more than 1.65 million Washingtonians are being served in the state’s education system. The pie chart below illustrates how these enrollments are distributed among the education sectors. The second chart illustrates the racial and ethnic composition of Washington’s student population, which has been growing more diverse in recent decades and is expected to continue to do so in the future.

Washington K-20 Enrollment



Percentage of under-represented students growing rapidly

Projected change in school-age demographic by race/ethnicity: 2010-2018



2018 Population estimate shown for Age 0-24. Growth is percent change from 2010 to 2018.
 Source: EMSI Complete Employment - 2012.3

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Catherine Riordan

DATE: February 8, 2013

SUBJECT: *Academic Report: Public Colleges and Universities Commit to 3.8 Million Degree Boost in College Completion by 2025*

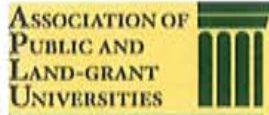
PURPOSE: Information Item

Purpose of Submittal:

This is an opportunity to provide the Board of Trustees with general information from a recent national report prepared by the Association of Public and Land-Grant Universities.

Supporting Information:

Association of Public and Land-Grant Universities: *Public Colleges and Universities Commit to 3.8 Million Degree Boost in College Completion by 2025*



Public Colleges and Universities Commit to 3.8 Million Degree Boost in College Completion by 2025

A·P·L·U and AASCU Take Lead with Project Degree Completion



Members of the class of 2025

“We’re also not alone in this effort. Just today, the Association of Public and Land-grant Universities and the American Association of State Colleges and Universities announced a broad new commitment to boost the number of bachelor degrees awarded by 3.8 million by 2025.”

— U.S. Education Secretary Arne Duncan
October 2, 2012
Address at the National Press Club

Nearly 500 four year public colleges and universities have pledged to boost college completion by 3.8 million bachelor’s degrees to help the nation reach the goal of 60 percent of adults possessing a college degree by 2025. *(Total count 497 effective December 1, 2012)*

Through **Project Degree Completion: A Public University Initiative**, the institutions will increase the number of bachelor’s degrees they award from an estimated 14.6 million to 18.4 million over the next 14 years. Collectively, public colleges and universities currently award more than 1 million degrees annually. The participating institutions are members of the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-Grant Universities (A·P·L·U). Their membership represents nearly all the four year public colleges and universities in the country.

“Project Degree Completion is an unprecedented initiative that will drive the instructional agenda of public universities and colleges in the years ahead,” said M. Peter McPherson, president of A·P·L·U. “Never before have public colleges and universities, and our two associations, formally come together around such an important and sustained effort. This initiative is an economic competitiveness imperative for the future of the country and the individuals involved.”

The Project Degree Completion pledge is broadly consistent with the efforts of the Obama administration, the Lumina Foundation, the College Board and other prominent educational foundations and postsecondary

groups—to enhance the nation’s global competitiveness by ensuring that 60 percent of U.S. adults (aged 25 to 64) earn a postsecondary credential. Formerly first in the developed world in the proportion of the population with a college education, today the nation stands 14th in the world.

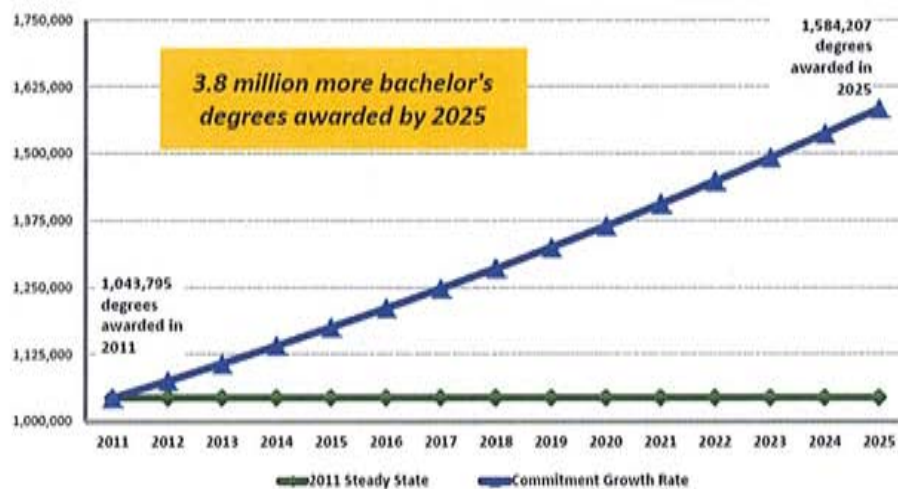
“Historically our four-year public colleges and universities have been about opportunity,” said Muriel Howard, president of AASCU. “Many of our students seek a quality education that offers them the opportunity for upward mobility. That is one of the reasons this commitment is so important. The other reason is that our nation’s future depends on it.”

“There has been significant dialogue lately about the decline of the middle class. Improving degree completion and enhancing earning power is an important component to rebuilding the middle class in this country. Public higher education has a responsibility to be part of the solution, ” she added.

The institutions signing the Project Degree Completion commitment represent more than 80 percent of the combined APLU-AASCU membership and their students are approximately 75 percent of undergraduate students at all four-year institutions.

A·P·L·U and AASCU will annually report the number of bachelor’s degrees awarded collectively by four year public colleges and universities during the previous year and the progress toward the 2025 goal using data provided to the U.S. Department of Education’s *Integrated Postsecondary Education Data System (IPEDS)*. Information on proven practices, key partnerships, and innovative programs underway on public university campuses also will be highlighted and publicized.

**Projected Bachelor's Degrees Awarded by Public Colleges & Universities by 2025
Commitment Growth Rate as Compared to 2011 Steady State**



Part of the institutions’ strategy for achieving the growth in degrees is to “make a concerted effort to reach out to former students who have attended our institutions but who have not earned a baccalaureate degree from any institution.”

The institutions signing the commitment also pledge to continue to “constrain per-student educational expenditures while pursuing enhanced educational quality.” The institutions note that public colleges and universities have limited increases in these expenditures to about the rate of inflation for the past 20 years, even though there has been a significant decline in state appropriations for public education in many states during that period. This is what has “forced public institutions to raise tuition to compensate for the significant loss of state dollars,” the signers say, even though they have kept per-student education expenditures essentially flat.

Other portions of the Project Degree Completion commitment pledge support for student access and diversity; efforts to reduce the average “time to degree” for students; and closer partnerships with elementary and secondary schools and community colleges to prepare students to earn four-year degrees, particularly in science, technology, engineering, and mathematics.

Not only are commitments from institutions required, they state, but also “a strong, renewed partnership among the states, the federal government, and public colleges and universities.”

The commitment asserts that “states must provide sufficient appropriations to support students and the discovery of new knowledge,” while the federal government must maintain its “commitment to student financial aid; support for research and innovation; and encouragement of states to continue their support for public colleges and universities.” The commitment also stresses that public colleges and universities must be “more innovative in the performance of their essential roles.”

“In short, the full partnership between public colleges and universities, the states and the federal government needs to be reestablished with each partner fulfilling its responsibilities,” say the institutions signing the Project Degree Completion commitment.

This new initiative has already garnered key support from outside of the higher education community. Jamie Merisotis, president and CEO of Lumina Foundation, said: “We applaud APLU and AASCU for showing such strong commitment to the success of students at public colleges and universities. We look forward to working with these associations and their member institutions as partners in the vital national effort to increase college attainment. With their help – and that of many other organizations and individuals throughout the nation – we will reach Goal 2025: ensuring that, by the year 2025, 60 percent of Americans have high-quality degrees, certificates or other credentials.”

Business Roundtable President John Engler said: “For the United States to compete in today’s complex and rapidly changing global economy, we need to ensure opportunities for students to gain a high-quality education. This new commitment by the public universities and colleges will go a long way toward achieving that goal.”

Frequently Asked Questions

Projected Bachelor’s Degrees Awarded Annually by Public Four-year Colleges and Universities
Commitment Growth Rate as Compared to Steady State: 2011-2025

	2011 Steady State	Commitment Growth Rate
2011	1,043,795	1,043,795
2012	1,043,795	1,075,370
2013	1,043,795	1,107,900
2014	1,043,795	1,141,414
2015	1,043,795	1,175,941
2016	1,043,795	1,211,514
2017	1,043,795	1,248,162
2018	1,043,795	1,285,919
2019	1,043,795	1,324,818
2020	1,043,795	1,364,894
2021	1,043,795	1,406,182
2022	1,043,795	1,448,719
2023	1,043,795	1,492,542
2024	1,043,795	1,537,692
2025	1,043,795	1,584,207
Total Degrees (2012-2025)	14,613,130	18,405,273

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Catherine Riordan

DATE: February 6, 2013

SUBJECT: **Academic Report: Benchmark Report – Ratio of Faculty to Administrators**

PURPOSE: Information Item

Purpose of Submittal:

In connection with a recent article in the *Chronicle of Higher Education* detailing a study of an "ideal ratio" of faculty to administrators, Western Washington University's Office of Institutional Research has replicated the methodology used in the that study so that Western might be compared to the national benchmark. Western's report contains an analysis comparing the university's faculty to administrator ratio to the one presented in the *Chronicle* article.

Supporting Information:

Benchmark Report Ratio of Faculty to Administrators, WWU Office of Institutional Research, January 2013

Benchmark Report

Ratio of Faculty to Administrators

Office of Institutional Research
Ming Zhang
Sharon Schmitz

January 2013

I. Background

A recent article [1] in the Chronicle of Higher Education regarding an 'ideal ratio' of faculty to administrators has been generating a lot of interest in the higher education community. In order to fully understand the methodology used in that report, Western's IR Office communicated with Emeritus Professor Robert E. Martin, the first author of a working paper [2] on which the Chronicle article is based, and were able to closely replicate the 2008-09 data and methodologies employed in their working paper. Please note that the following analysis simply replicates the methodology used in the study referenced in the Chronicle to compare Western to the national picture. An endorsement of these methods and conclusions regarding 'ideal ratios' should not be inferred.

As noted in the Chronicle article, the working paper estimated three cost models with a quadratic cost function using IPEDS panel data for Carnegie I and II public research universities. The article concluded that the optimal staffing ratio is approximately three tenured and tenure-track faculty members for every one full-time administrator. The article further noted that as of 2008-09 the actual number of full-time administrators is almost double the number of tenured and tenure-track faculty.

II. Data and Methodology

The author of the working paper used IPEDS (Integrated Postsecondary Education Data System) as the primary data source. Using a small sample of data and some instructions received from the author, we retrieved raw IPEDS data, derived a methodology, and recalculated the metrics used in the article.

Although we have determined the basic intent and methodology used in the working paper and referenced in the Chronicle article, our replications are very close, but do not exactly match, the author's reported metrics. For example, the author shows metrics for 134 public research universities, while we find 146. We do not know which 134 institutions the author used. However, even with some

limitation, we calculate a 2008-09 ratio of faculty-to-administrators for public research universities of .55 compared to the author's .56. The metrics presented in our paper are internally-calculated based on the derived methodology and IPEDS raw data.

Appendix A shows descriptions of IPEDS occupational categories, and Appendix B shows a summarized list of WWU job titles and the primary IPEDS categories that those jobs are assigned to by the WWU Human Resources Department.

Institutions of higher education are required to report headcounts of staff through the IPEDS system via the annual Human Resources survey. This survey requires that staff be classified in these general categories:

1. Staff whose primary responsibility is instruction, research, and/or public service (i.e., faculty).
2. Executive/administrative/managerial.
3. Other professionals (support/service).
4. Non-Professional.
 - a. Technical and paraprofessionals.
 - b. Clerical and secretarial.
 - c. Skilled crafts.
 - d. Service/Maintenance.

The metric of interest in our paper is the ratio of the number of full-time tenured and tenure-track faculty (TN/TT) to the number of full-time administrators. The author of the working paper defines 'administrator' as the sum of full-time 'executive/administrative/managerial' and full-time 'other professional' staff.

In addition to the metric of interest, other variables used in the models for explaining cost variations include:

- a. FTE students.
- b. The number of full-time tenured and tenure-track track faculty per 100 students.
- c. The number of FTE faculty per 100 students.
- d. The number of FTE executive/managerial employees per 100 students.
- e. The number of other FTE professional employees per 100 students.
- f. The number of FTE non-professional employees per 100 students.
- g. The number of FTE executive and professional employees per 100 students.

We noted that Western's 2008-09 Human Resources survey was initially submitted in April of 2009, then corrected in April of 2010. For our report we used the corrected data. It is also important to note that IPEDS does not collect

FTE data. The FTE figures found in IPEDS reports, and used here, are calculated using the reported headcounts of staff. Institutions are asked to provide the number of full-time and number of part-time staff by primary function and occupation. IPEDS then calculates an FTE, counting one FTE per full-time staff, and one-third FTE for each part-time staff. If the average of part-time staff FTE is actually more than one-third, then the IPEDS-calculated FTE underestimates actual FTE. If the average of part-time staff FTE is actually less than one-third, then the IPEDS-calculated FTE overestimates actual FTE. At Western, the part-time faculty average is about .05 FTE, so the IPEDS method of calculating FTE is an underestimate of our actual faculty FTE.

III. Preliminary Findings

Most importantly, this analysis compares Western's faculty to administrator ratio to the one presented in the Chronicle article. Also, we report other metrics of interest, including FTE faculty per 100 students and FTE staff per 100 students.

1. Ratio of Faculty to Administrators at WWU and National Benchmarks in 2008-09

Table 1: Ratio of Faculty to Administrators

	2008-09
Public Research Universities	.55*
Public Master Universities	1.01
BOT Peers	1.03
WWU	1.21

*.56 is referenced in the working paper; our replication methods calculate .55

In Table 1, faculty is defined as the number of full-time tenured and tenure-track (TN/TT) faculty, and administrator as the number of full-time executive/administrator/manager and full-time other professionals including librarians. The ratio is full-time TN/TT faculty divided by full-time administrators.

As noted in Table 1, the ratio for public research universities is .55. This indicates that these institutions, on average, have about half as many full-time TN/TT faculty as full time administrators. The ratio for public masters' universities and our BOT peers is about one. This indicates that these institutions, on average, have about the same number of full-time TN/TT faculty as full-time

administrators. The ratio for Western is 1.21. This indicates that Western has about 21% more full-time TN/TT faculty than full-time administrators¹.

Comparing Western's ratio to the national figure referenced in the working paper (.56), we see Western has more than twice as many faculty per administrator as the national figure. Even comparing our ratio to the average of our BOT peers (1.03) and to public master universities (1.01), Western has significantly more faculty per administrators.

2. Ratio of Faculty to Administrators at Western and BOT Peers in 2008-09

Figure 1: Ratio of Faculty to Administrators 2008-09, Detail

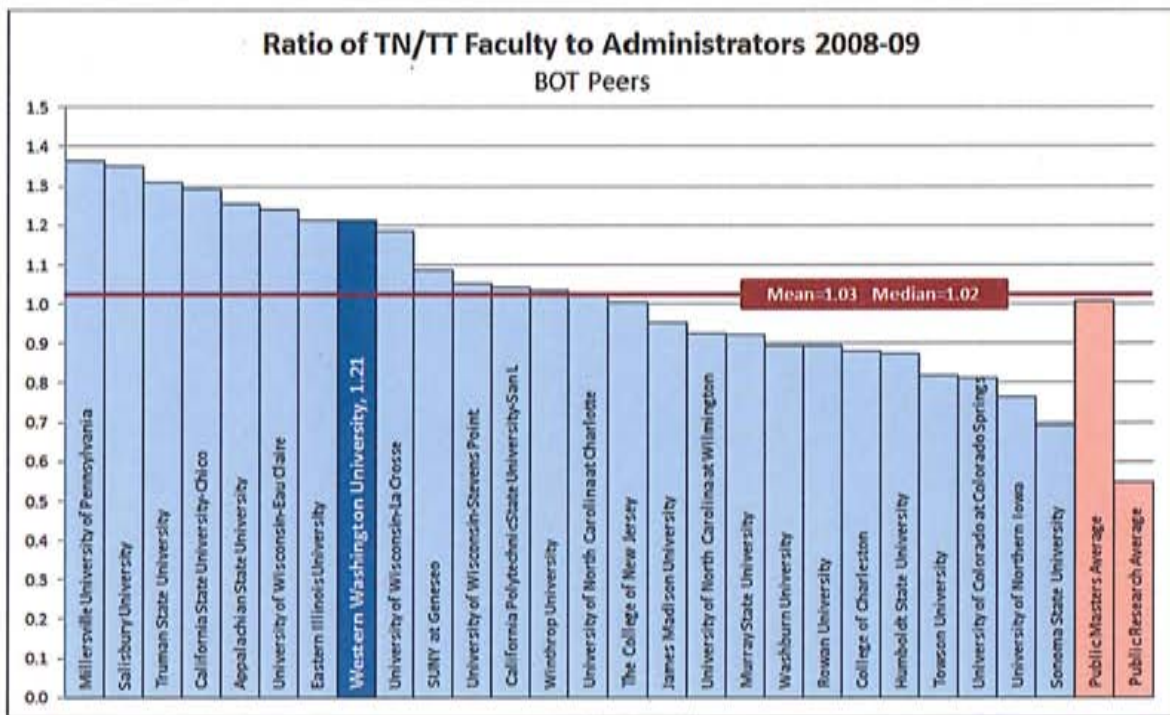


Figure 1 illustrates the ratio of faculty to administrators of our individual BOT peers in 2008-09, and shows Western's relative position among those peers. A reference line indicates the mean and median of the BOT peers². Bars showing the average of public master institutions and research institutions are shown for reference.

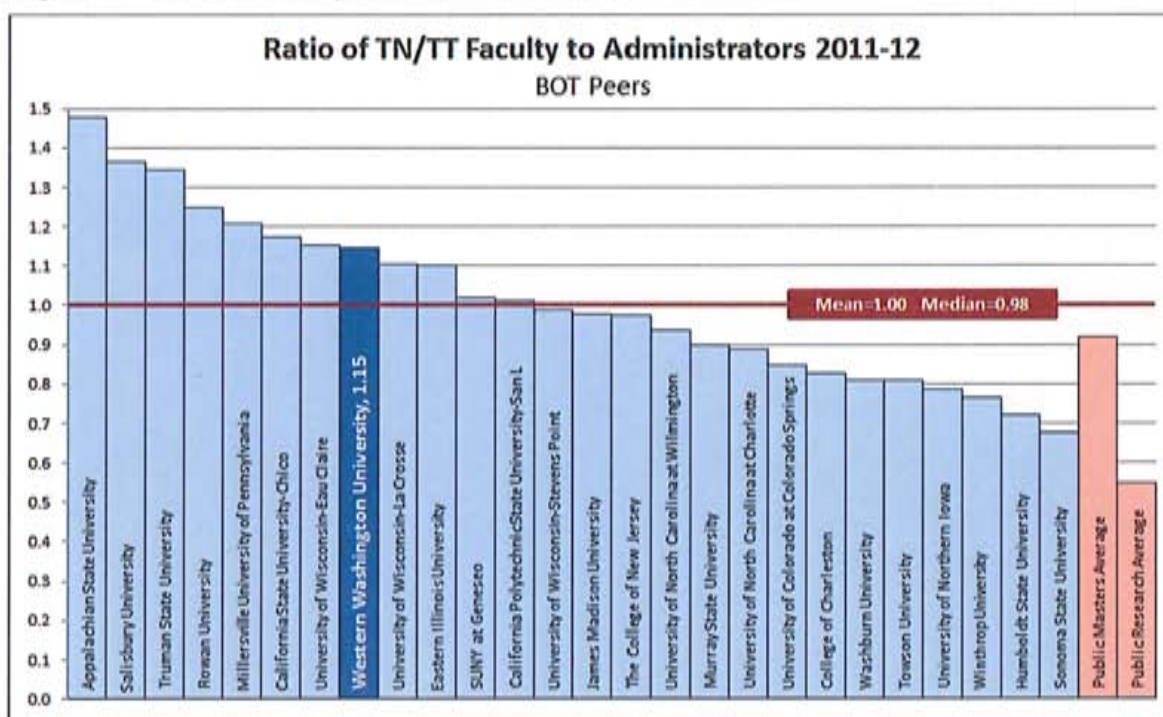
¹ Table 1 indicates that Western's ratio of faculty to administrators in AY 2008-09 is 1.21. This is calculated using 476 full-time tenured and tenure-track faculty and 392 administrators (67 full-time executive, and 325 full-time other professional staff) reported to IPEDS in the fall 2008 Human Resources survey ($476/392=1.21$).

² The BOT peer mean and median do not include WWU; all institutional data is available upon request.

In the 2008-09 year, Western ranked 8th among our 25 BOT peer institutions in terms of the ratio of faculty to administrators. In other words, we were in the top one-third of the distribution, a finding that is not surprising given Western's focus on hiring tenure-track faculty.

- Changes since 2008-09: Ratio of Faculty to Administrators at Western and BOT Peers from 2008-09 to 2011-12

Figure 2: Ratio of Faculty to Administrators 2011-12, Detail



In 2011-12, Western remained ranked 8th among our BOT peer institutions in terms of the number of full-time TN/TT faculty to full-time administrators. Western declined from a ratio of 1.21 to 1.15, or a decline of .07. The average decline among the peers was .03. Winthrop University had the greatest decline, going from 1.04 (ranked 13th) to .77 (ranked 24th) on this metric. Two institutions had very large increases: Rowan University (increased from .89 to 1.25) and Appalachian State (increased from 1.25 to 1.48).

Figure 3: Ratio of Faculty to Administrators, Trend

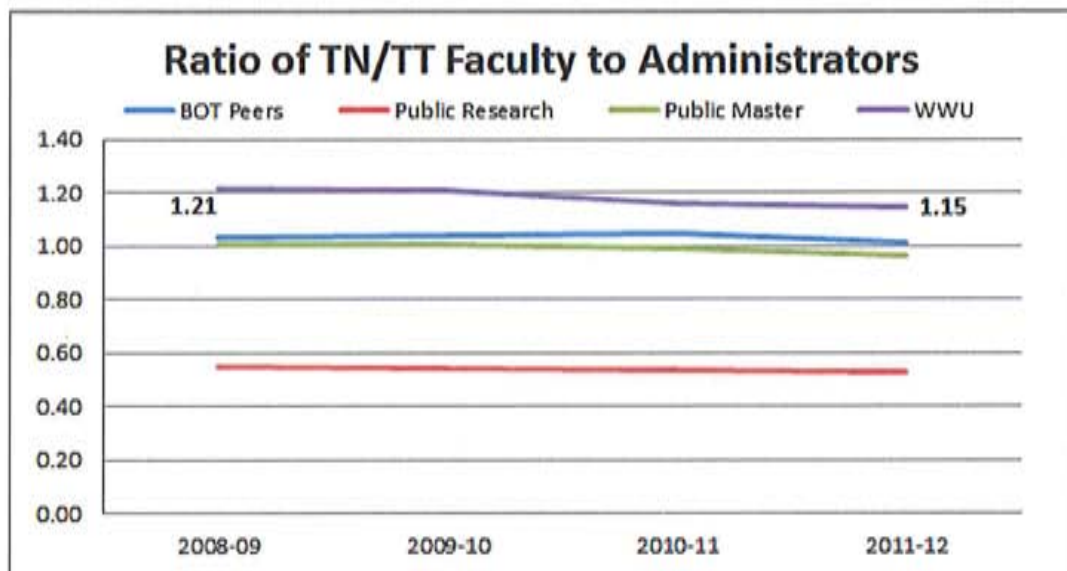


Figure 3 illustrates that Western’s ratio of faculty to administrators has declined since 2008-09; the decline in ratio is .07, or a 5.7% decline. The average of benchmark groups are down as well: the BOT peer group declined by 3.2%, the Public Master group declined by 4.2%, and the Public Research group declined by 4.1%.

4. Substitution of Full-time Faculty with Part-time Faculty

The decline in the ratio that Western and other state universities experienced may be due to a decline in state support during the same time frame. For Western, the decline is the result of fewer tenure-track faculty. As FTE tenure-track faculty decreases, we see that a labor substitution effect occurs: non-tenure-track (NTT) faculty are substituted for tenured and tenure-track faculty (TN/TT) as illustrated in Figures 4 and 5, and shown in detail in Table 2.

Figures 4 and 5: FTE Faculty per 100 Students, 2008-09 v. 2011-12

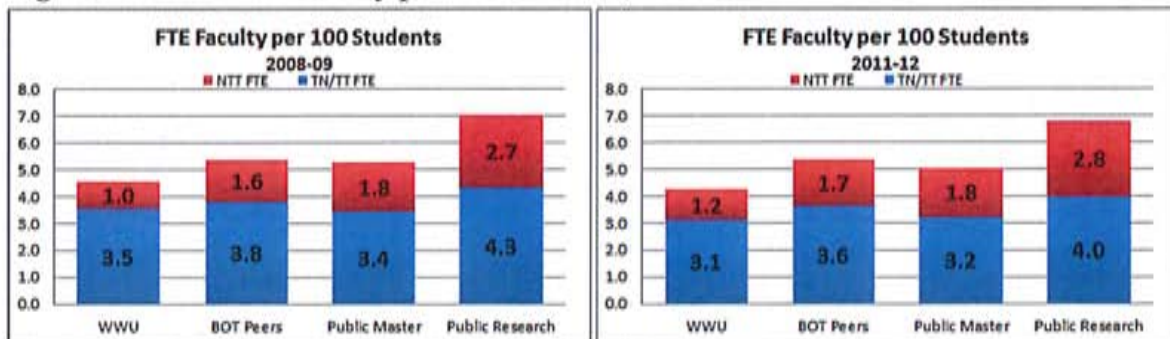


Table 2: FTE Faculty per 100 Students

		WWU	BOT Peers	Public Master	Public Research
TN/TT FTE	2008-09	3.53	3.80	3.43	4.29
	2011-12	3.12	3.64	3.22	3.99
	<i>change</i>	<i>-0.42</i>	<i>-0.16</i>	<i>-0.21</i>	<i>-0.30</i>
	<i>% change</i>	<i>-11.9%</i>	<i>-4.1%</i>	<i>-6.1%</i>	<i>-7.0%</i>
NTT FTE	2008-09	1.00	1.58	1.81	2.74
	2011-12	1.16	1.73	1.83	2.79
	<i>change</i>	<i>0.15</i>	<i>0.15</i>	<i>0.01</i>	<i>0.05</i>
	<i>% change</i>	<i>15.4%</i>	<i>9.6%</i>	<i>0.7%</i>	<i>1.8%</i>
Total Faculty FTE	2008-09	4.54	5.38	5.25	7.03
	2011-12	4.27	5.37	5.05	6.78
	<i>change</i>	<i>-0.27</i>	<i>0.00</i>	<i>-0.20</i>	<i>-0.25</i>
	<i>% change</i>	<i>-5.9%</i>	<i>-0.1%</i>	<i>-3.7%</i>	<i>-3.6%</i>

At Western, as with all peer groups shown, there was a decline in tenured and tenure-track (TN/TT) faculty per 100 students between 2008-09 and 2011-12. Table 2 shows that Western's decline in this measure was 11.9% (.42 FTE faculty per 100 students), while the average decline of the BOT peers was 4.1%. Western shows a greater decline than the average of our peer groups, but taking a closer look at the BOT peers, we find that four of the 25 institutions had a 10% or more decline in TN/TT FTE faculty per 100 students during this period.

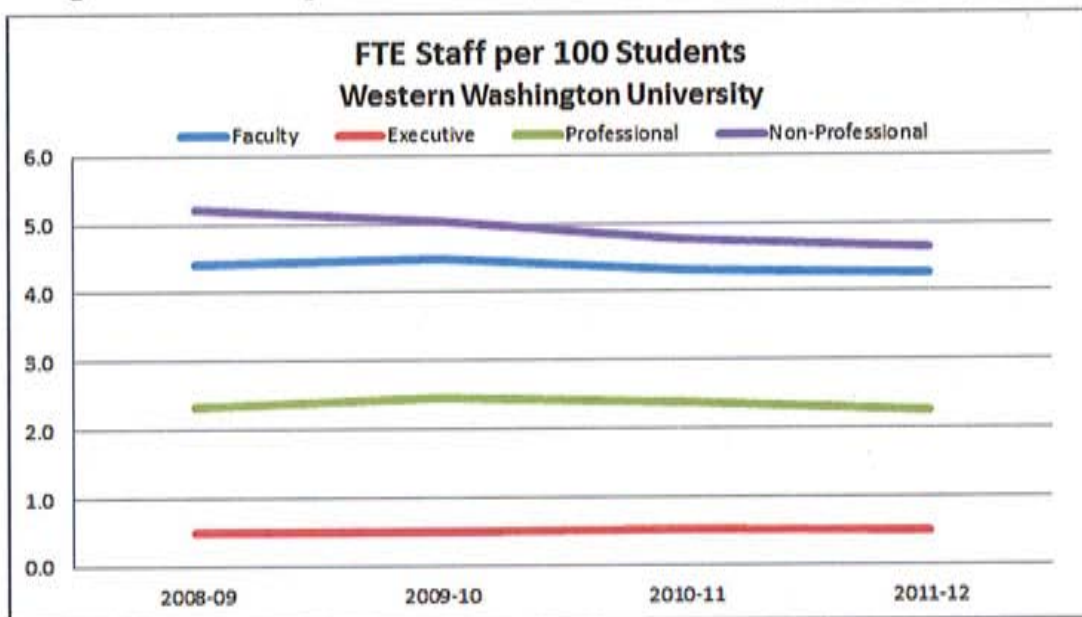
While the FTE TN/TT faculty decreased, the FTE non-tenure-track (NTT) faculty increased across all groups. Western shows a 15.4% increase in NTT faculty FTE, while BOT peers show a 9.6% increase. The other groups show a very small increase. There is considerable variation in this measure among the individual BOT peer institutions. While WWU gained .15 NTT faculty per 100 students, Appalachian State University gained .79, and University of North Carolina at Wilmington gained .71 NTT FTE faculty per 100 students. Fifteen of the BOT peer institutions increased in this measure, and 10 institutions declined in NTT faculty per 100 students.

With the exception of BOT peers, total faculty FTE per 100 students declined for all groups. Western declined 0.27 FTE faculty per 100 students. While the average of our BOT peers showed no change, most of the peer institutions (17 of 25) declined in total faculty FTE during this period. Again, there was wide variation among the peers.

5. Other Key Metrics for Western and Peers

Figure 6 illustrates Western's FTE staff per 100 students for all IPEDS occupational categories (Instructional, Executive, Professional, and non-Professional).

Figure 6: FTE Staff per 100 Students, Western Washington University



Western's non-professional staff declined 0.57 FTE staff per 100 students, or an 11.0% decline. The faculty group declined by 5.6%, the professional group declined by 9.3%, while the very small executive group gained slightly.

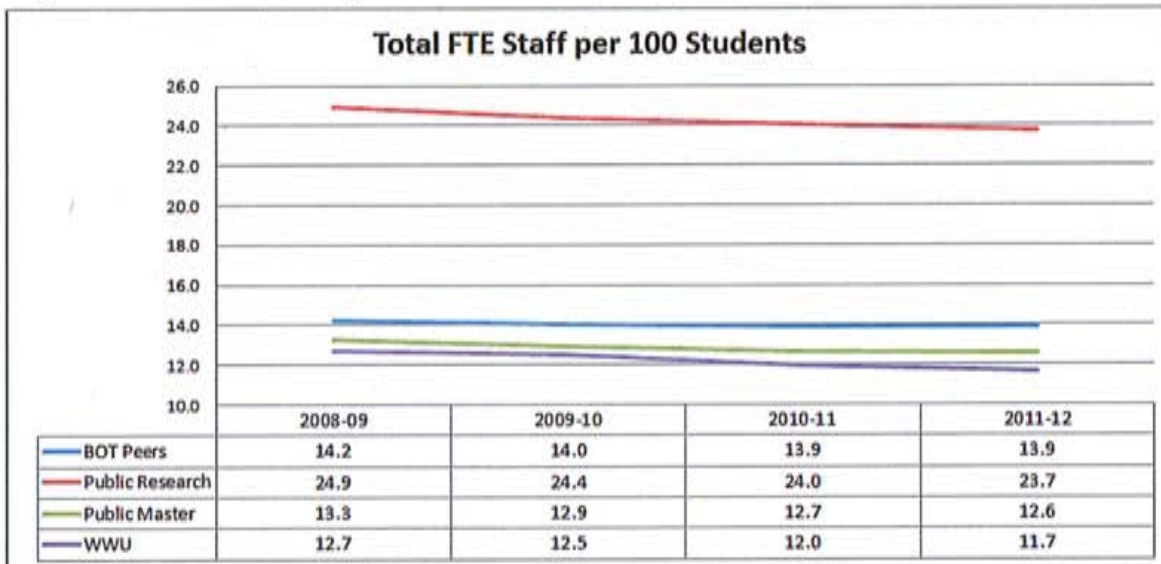
Table 3: FTE Staff per 100 Students, Western Washington University

	2008-09	2009-10	2010-11	2011-12	Change 2008-09 to 2011-12	% Change 2008-09 to 2011-12
Faculty	4.54	4.49	4.31	4.27	-0.27	-5.9%
Executive	0.50	0.49	0.51	0.50	0.01	1.2%
Professional	2.49	2.46	2.38	2.26	-0.23	-9.3%
Non-Professional	5.22	5.05	4.77	4.65	-0.57	-11.0%

Table 3 shows the detail and the percent change from 2008-09 to 2011-12. We see that the greatest decline is in the non-professional group. As Western has become leaner in terms of faculty, the decline in non-instructional staff has been greater. Indeed, Western is doing more with less staff as compared to peer groups, as shown in Figure 7. In 2011-12, Western had 11.7 total staff per 100 FTE students compared with 12.6 for public masters' institutions and 13.9 for the BOT peer group.

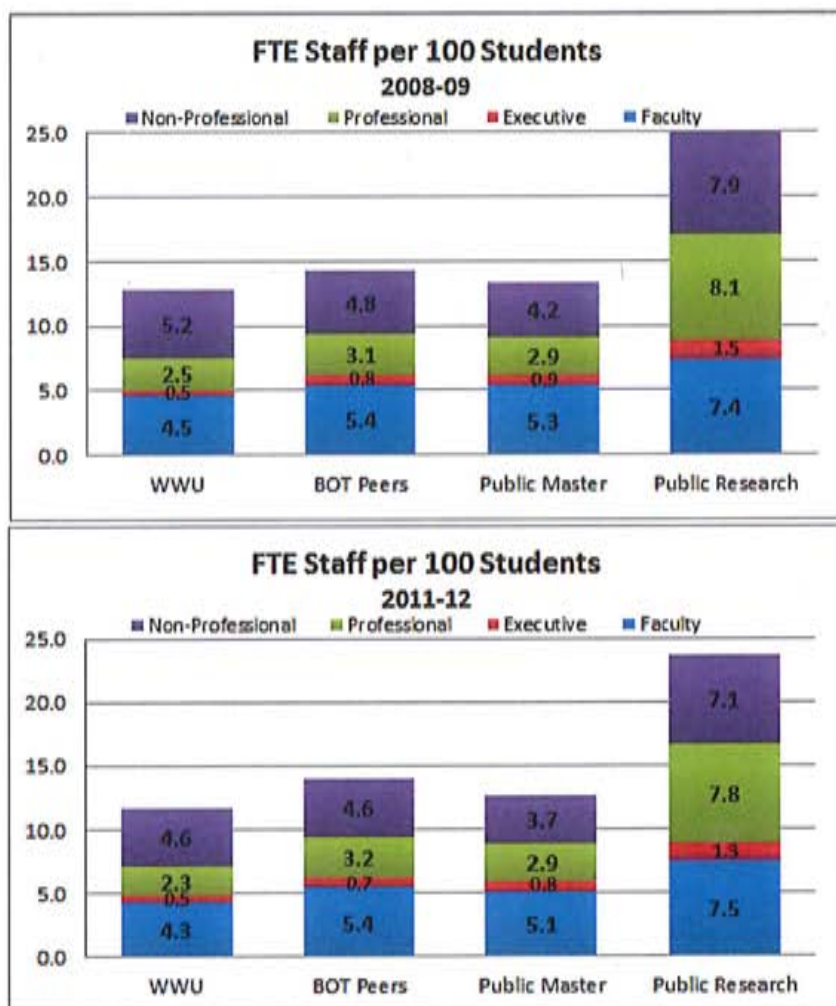
Figure 7 shows a trend of the ratio of total FTE staff per 100 students. We see that Western has fewer total staff per student than the average of our BOT peers. In 2011-12, Western has 11.7 FTE staff per 100 students, compared with a 13.9 FTE for the average of our BOT peers and 12.6 FTE for the average of public masters' institutions. Between the years of 2008-09 and 2011-12, Western lost 1.0 FTE staff per 100 students. The average loss for our BOT peers was .3 FTE staff per 100 students.

Figure 7: Total FTE Staff per 100 Students (Trend)



In Figures 8 and 9 (next page), we show the 2008-09 and 2011-12 FTE staff per 100 students for Western and the peer groups, broken out by IPEDS occupational category. We see that Western is on par with BOT peers in terms of non-professional staff (4.6 per 100 students), and has fewer staff per 100 students in other occupational categories.

Figures 8 and 9: FTE Staff per 100 Students by Occupational Category



IV. Summary

Our paper seeks to replicate metrics referenced in a recent article published in the Chronicle of Higher Education. We show trends in faculty/administrator ratios for Western and compare Western to peer institutions.

The primary focus of the working paper referenced in the Chronicle article is the ratio of faculty to administrators and its relationship to educational cost in public research universities. We verified in our analysis of the IPEDS data the working paper key finding that in 2008-09, at public research universities, there are nearly twice as many full-time administrators as full-time tenured and tenure-track faculty. Replicating this analysis and extending it to our peers, we find that the average of our BOT peers and of 247 public masters' universities are about one

full-time tenured and tenure-track (TN/TT) faculty for every full-time administrator. In contrast, the ratio at Western is 1.21, or about 21% more full-time TN/TT faculty as administrators.

With our ratio of 1.21, Western ranked 8th on this metric among our 25 BOT peer institutions in 2008-09. Although our ratio fell slightly to 1.15 in 2011-12, as did the ratio of the majority of our peer institutions, reflecting a loss in full-time tenured and tenure-track faculty, our ratio continued to rank 8th among our peers in 2011-12.

As the TN/TT faculty per student has fallen, the non-tenure-track (NTT) faculty FTE has grown. However, the FTE increase in NTT faculty did not fully replace the FTE loss in TN/TT faculty. This is true for Western and for all peer groups except BOT peer group, whose total FTE faculty remains about flat.

Although IPEDS reports show that we have more non-professional staff than peers, when normalized by student FTE, we find that Western seems to be similar to, or have fewer staff in all occupational categories than the average of our peer groups. In 2011-12 we are on par with our BOT peers in terms of non-professional staff per 100 students, and have fewer staff than our peers in the other occupational categories.

Although Western's faculty to administrators ratio decreased slightly in the last three years, with new hiring of tenure-track faculty in fall of 2012, we will see our ratio of faculty to administrators once again increase.

References

1. Jenny Rogers (2012) '3 to 1: That's the Best Ratio of Tenure-Track Faculty to Administrators, a Study Concludes', The Chronicle of Higher Education, November 12, 2012.
<http://chronicle.com.ezproxy.library.wvu.edu/article/Administrative-Bloat-How-Much/135500/>
2. Robert E. Martin and R, Carter Hill (2012), Measuring Baumol and Bowen Effects in Public Research Universities, a working paper.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2153122

Appendix A: IPEDS Employee by Assigned Position (EAP): Survey Instruction

Below are the IPEDS occupational categories used in the article and as reported to IPEDS. As of fall 2012, new occupational categories are required in order to align with the occupational categories in the federal 2010 Standard Occupational Classification (SOC) System.

Staff whose primary responsibility is instruction, research, and/or public service.

Executive/administrative/managerial.

Report all persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment.

Other professionals (support/service).

Report all persons employed for the primary purpose of performing academic support, student service and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background.

Non-Professional: Technical and paraprofessionals.

Report all persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Include persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and/or experience than normally required for professional status.

Non-Professional: Clerical and secretarial.

Report all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office.

Non-Professional: Skilled crafts.

Report all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs.

Non-Professional: Service/Maintenance.

Report all persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience and hygiene of personnel and the student body or that contribute to the upkeep of the institutional property.

Appendix B: Mapping Job Titles at Western to IPEDS Employee Primary Function Classifications

Job Title (Truncated)	IPEDS Occupation most often placed
Dean	Executive
Vice Pres/Prov	Executive
Director	Executive/Other Professional
Procurement & Supply Spec	NonPro:Clerical
Fiscal Speciali	NonPro:Clerical
Program Support	NonPro:Clerical
Adm Asst to VP	NonPro:Clerical
Mail	NonPro:Clerical
Retail Clerk	NonPro:Clerical
Fiscal Analyst	NonPro:Clerical
Administrative Assistant 3	NonPro:Clerical
Secretary	NonPro:Clerical
Fiscal Technici	NonPro:Clerical
Program Assista	NonPro:Clerical
Program Manager	NonPro:Clerical
Admin Services Manager	NonPro:Clerical
Office Assistan	NonPro:Clerical
Program Coordin	NonPro:Clerical
Parking	NonPro:Service/Maint
Utility Worker	NonPro:Service/Maint
Maintenance Spe	NonPro:Service/Maint
Grounds/Nursery	NonPro:Service/Maint
Campus Police	NonPro:Service/Maint
Custodian	NonPro:Service/Maint
Electrician	NonPro:Skilled
Plumber/	NonPro:Skilled
Maintenance Mec	NonPro:Skilled
Engineering Tec	NonPro:Technical
Graphic Designe	NonPro:Technical
Police Comm	NonPro:Technical
Nurse	NonPro:Technical
Control Technic	NonPro:Technical
Speech Path/Aud	NonPro:Technical
Resident Dir	NonPro:Technical
Instruct/Clstrm	NonPro:Technical
Library/Archive	NonPro:Technical
Information Technology Spec	NonPro:Technical
Construction Pr	Other Professional
Admissions	Other Professional
Coach	Other Professional
Research Techno	Other Professional
Asst to Dean	Other Professional
Research Analyst	Other Professional
Assoc Dir	Other Professional
Research Associ	Other Professional
Systems Analyst	Other Professional
Counselor	Other Professional
Coordinator	Other Professional
Asst Dir	Other Professional
Manager	Other Professional

Because Job Title is a free-form entry field, many job titles are unique, resulting in several hundred distinct job titles.

For purposes of illustration, we truncate the job title here in an attempt to show general groups of job titles.

We then show the IPEDS occupational category that the majority of those jobs are placed into by Western's Human Resources department.

Most of the truncated job title groups are primarily assigned to a single IPEDS occupation. The exception is the job title of Director. For jobs with this job title (truncated), about half are coded in the IPEDS Executive group, and half are coded in the Other Professional group.

Job titles from the fall 2011 IPEDS Human Resources survey are used here.

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Catherine Riordan

DATE: February 8, 2013

SUBJECT: Bachelor of Science in Nursing Degree, Woodring College of Education (Re-Instituting a Previously Authorized WWU Degree)

PURPOSE: Informational Item

Purpose of Submittal:

In 1987, enrollment to Western's existing RN-to-BSN program was suspended to allow an opportunity to determine continued need and demand for the program, as well as to explore cost-effective options.

At the present time, there is considerable demand regionally and nationally for highly qualified, well-educated nurses. By 2020, an estimated 80 percent of nurses will be expected to have their BSN according to the [2011 Institute of Medicine report](#). To help meet this demand, the Western Washington University RN-to-BSN program has been redesigned to respond to local, state and national recommendations to increase the proportion of BSN-prepared nurses through seamless academic progression between associate degree and BSN-completion programs.

With enrollment in the program scheduled to begin fall 2013, Western's RN-to-BSN program is designed for nurses who have already completed their pre-licensure RN studies and need a program that will allow them to balance their continued professional education along with ongoing work and personal responsibilities. The BSN will provide: a competitive edge in the job market; greater employment security; increased earning potential; career advancement; and graduate study options for advanced nursing roles.

Through a unique community collaboration involving Peace Health/St. Joseph's Medical Center, Whatcom Community College, Bellingham Technical College and Skagit Valley College, RN-to-BSN graduates will be prepared to practice at their full potential, assume leadership roles and advance system changes that promote healthy communities and safe, quality care for our region.

Supporting Information

- Website: <http://www.acadweb.wvu.edu/eesp/template/bsn/bsn.shtml>
- Mission Statement: *Western's RN-to-BSN program will respond to regional needs and advance nursing excellence through an accessible continuum of nursing education. Opportunities for seamless academic progression will allow nurses to develop their full potential through lifelong learning and assume leadership roles, uphold social justice and advance system changes that promote healthy communities and safe, quality healthcare for all.*

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Stephanie Bowers, Vice President for University Advancement and Executive Director, WWU Foundation

DATE: February 8, 2013

SUBJECT: **Alumni Association Report**

PURPOSE: Information Item

Purpose of Submittal:

Provide an update to the Board on Alumni Relations activities.

Supporting Information:

Alumni Association memberships continue to be a key indicator in engagement with and support of the University. We have experienced a 28% increase in number of members (3,355) and a 14% increase in members who have made a gift over this time last year. Simultaneously, we have reduced attrition of members from 23% to 16% since July 1, 2012.

We continue to see a steady rise in engagement with our alumni via social media and steady open rates for our email communications leading up to events.

- Open rates for all e-communications range from 14%-20%, with open rates for Washington events at 17%-20%
- Online community engagement has experienced a 12.3% increase since July 2012

Ongoing broad-based engagement opportunities continue to be a focus. Since July 2012, more than 2,600 alumni, family and friends have attended Alumni Association events and programs, which is an 18% increase over this time last year, of which 10% make a gift in the month they attended an event. We have experienced a 58% increase in the number of young alumni attending events.

The Alumni Association is focused on fostering a culture of philanthropy and exposing alumni who live outside of Washington to the current needs and mission of the university. Alumni Association Board member nominee Harley Tat '96 hosted seven alumni couples in his Los Angeles home last month to begin discussions with how to strengthen the Western alumni community in the LA area in order to better serve Western. Harley, a Seattle native, is a veteran producer and Emmy award winning writer in the entertainment business, having directed and produced some of the most influential shows of our time including A Current Affair, Extra, Hard Copy, Blind Date, "You've Been Sacked" for ABC's venerable Monday Night Football, and multiple films for A&E and HBO.

RECENT PROGRAMS:

Student Programming	Broad Based Alumni Programs
On-going ASK! Promotion	12/6 Western in San Diego Networking Event
On-going GYBO/Western Wednesday events	1/10 CWU vs. WWU pre-game event
	1/19 Alumni Event at Harley Tat's, Los Angeles
12/13 Senior Celebration	1/22 Executive Committee meeting
12/15 Graduation	1/26 Alumni Board of Directors Meeting—Wing Luke Museum
	1/29 Dining with Vikings with Bob & Kim Warshawer

UPCOMING PROGRAMS:

Student Programming	Broad Based Alumni Programs
On-going ASK! Promotion	1/31 Larry Estrada Jr./TJ Martin Event, <i>Undefeated</i> screening—Frye Museum, Seattle
On-going GYBO/Western Wednesday events	2/1 Fairhaven/Student Alumni Event
	2/8 WWU Alumni in Tokyo Wine Tasting Event, Tokyo
	2/13-15 CASE Conference in Portland—Back2 Bellingham team presentation on 2012 B2B Success
	2/28 Shakespeare's "Twelfth Night" pre-show reception—Campus – Sold out!
3/21 Senior Celebration	3/2 Curling in Canada – Sold out!
3/23 Graduation	3/2 Tour La Brea Tar Pits, LACMA and Hollywood Vaults with WWU Alumni! (Round trip from San Diego)
	3/6 Wine & Cupcake Tasting with Campus Alumni & Members--campus
	3/15 Mariners Spring Training Game & Reception, Tempe, Arizona
	3/16 WWU Night Out at Everett Silvertips Hockey
	3/29 WWU Night Out at Portland Trail Blazers, Portland
	4/10 Rebecca Skloot, Western Reads author—PAC
	4/16 Executive Committee Meeting
	4/18 Student Alumni Member Coffee Hour with Employers prior to Career Fair—Campus
	4/19-28 Travel Program: Antebellum South Riverboat Cruise
	4/20 Alumni Board of Directors meeting
	4/20-28 Travel Program: Mediterranean Marvels
	5/16 Alumni Awards programs and dinner
	5/16-19 Back2Bellingham Alumni & Family Weekend
6/12-13 Senior Celebration	5/18 Golden Vikings Brunch & Induction Ceremony—Class of 1963
6/15 Graduation	6/21 Alumni Board of Directors Meeting & Strategic Planning session

Western Sustainability Report 2012

This *Western Sustainability Report* for 2012 contains highlights of the initiatives, projects, and curriculum from departments and organizations across campus over the last year. This annual report describes many, but not all, of the curriculum and research developments, operational strategies, administrative activities, and outreach efforts that contribute to the character of *Western Sustainability*. This document outlines Western's progress in three broad areas – Academics, Operations & Planning, and Administration and Engagement – following the model set forth by the Sustainability Tracking and Rating System (STARS), a campus sustainability assessment tool created by the Association for the Advancement of Sustainability in Higher Education. These categories are quite permeable, as many academic undertakings include strong connections to campus operations, and operational programs by necessity need to reach out to the campus for success. At the end of 2012, Western's efforts stand at a mid "silver" rating, placing the University roughly in the middle of the pack of campuses nationally striving for a sustainable future. Since the last edition of the *Western Sustainability Report*, the University has seen an increased integration of sustainable thought and activity throughout campus.

Academics

Curricular sustainability initiatives exist in every college on Western's campus and, in many cases, these independent programs are working toward complementary goals. Over 100 Western faculty engage in teaching, research, or service with a sustainability component.

- **Business and the Environment Major**

A new joint minor between Huxley College and the College of Business and Economics has been proposed and will be going to the Academic Coordinating Committee in February for approval. This new degree track will use both existing courses, as well as three new classes in Business and Marketing, to round out the major. This degree program is in response to great desire among Western students to learn more about the "greening of business" and a job market ready to receive such graduates.

- **Energy Policy Minor**

The newly formed Institute for Energy Studies is now offering a Minor in Energy Policy, drawing on classes from the College of Business and Economics, Huxley College of the Environment, and the College of Sciences and Technology. Also under development are BA and BS degrees, both integrating energy research and outreach with a unique interdisciplinary curriculum, to cover a wide range of investigation related to clean and renewable energy and energy efficiency. Program participants will gain core competencies in energy-related science, policy, technology, economics, and business, and have opportunities to participate in energy research with nationally recognized faculty-mentors.

- **Sustainability Minor**

With Provost Riordan's support, Dr. Grace Wang (Huxley College of the Environment) is heading efforts to coordinate the development of an interdisciplinary "Sustainability Minor" to complement the many majors available at Western. The introductory course for the anticipated

minor, Sustainability Literacy I, has been a popular class on campus for the past four years. Sustainable Literacy II and III are also being offered given the vast student interest throughout the years to expand the course offerings in sustainability-related curriculum.

- **AMSEC Solar Project**

In 2010, the AMSEC Solar Project Team was awarded a \$970,000 grant from the National Science Foundation's SOLAR program to research improving the efficiency of luminescent solar concentrators. The research team includes five faculty and over a dozen student researchers to bring about advancements in solar technology.

- **EcoRep Credit Offering**

Winter 2012 marked the first quarter where course credit was offered to Western's 40+ student "EcoReps" via the Residents' Resource Awareness Program (ResRAP). Through a collaboration between Huxley College and the Office of Sustainability, student sustainability advocates in all 11 residence halls can earn one credit each quarter for their participation in ResRAP, and application of program curriculum to their residence halls.

Operations

The physical throughput of Western includes our energy and water use, CO₂ and solid waste production, transportation, green building, and other aspects that contribute to Western's physical "footprint".

- **Campus-Wide Energy and Water Conservation Retrofit Project**

In support of the Western Climate Action Plan, construction is nearly complete on a \$3.2 million utility conservation project that spanned 28 campus buildings and is projected to drive down utility use by 4.5%.

- **2° Turndown**

Facilities Management and the Office of Sustainability teamed up on a project to reduce utility costs by reducing building heating hours, setting thermostats to 68°, and providing tools for occupant comfort buildings. This project saved an estimated \$68,000 in natural gas and electricity costs over winter 2012, despite a 40% drop in natural gas commodity prices.

- **Revolving Energy Fund**

In 2012, the Office of Sustainability and Facilities Management have proposed this strategy for funding critical campus conservation projects. Savings from qualifying projects are placed into this fund which is then used to pay for future conservation efforts. Western follows the University of Vermont, Oregon State University, and 39 other institutions nationally in the creation of such an account. National investment in such funds totals over \$75 million, with a goal of \$1 billion.

- **Miller Hall Remodel**

The LEED-Gold rating was given by the U.S. Green Building Council in 2012 for the renovation of historic Miller Hall, Western's highest LEED rating to date. Miller Hall features chilled beam cooling, highly efficient lighting, improved access to daylight, and Western's first ever vegetated roof. Recent analysis confirmed that the \$50 million remodel has reduced heating consumption by 40%, and electrical consumption by 30%, over the previous structure.

- **Real Food Challenge**

This joint student/Dining Services/Office of Sustainability project created the goal of 20% local foods by the end of 2012 through connection with local farmers, seasonal menus, and student education. Tallies through the end of 2012 showed just over 19% of all dining dollars directed toward Real Foods: local, organic, fairly traded, and humanely raised.

- **Bottled Water Ban Advisory Vote**

Western students used an initiative process to place a measure on the 2012 student ballot to ban the sale of bottled water. Citing environmental and social issues associated with the production and transport of bottled water, the Students for Sustainable Water group promoted the initiative throughout campus. Of the voting students, 73% voted to ban bottled water. The Associated Students have eliminated bottled water during their events and performances.

Planning, Administration & Engagement

Operational and academic endeavors are initiated and grown through goal setting, working with Western administration, and reaching out to students, staff, and faculty across campus.

- **Sustainability Committee Charter**

Over the summer of 2012, the Sustainability Committee workgroup drafted a new charter for the committee, which was formed in 2005. The Charter provides direction for goals, guiding principles, and an updated membership roster that reflects campus-wide sustainability developments. Following editing, the draft Charter will be submitted to President Shepard for approval.

- **Green Energy Fee Grant Program**

During 2012, "Round 2" of the Green Energy Fee (GEG) Grant Program was begun, with four pilot projects selected for study and potential funding. All projects are expected to complete construction in 2013. Additionally, the Green Energy Fee has begun a "Small Grants" program for projects with a cost between \$500 and \$2,000. Round 2 GEF grant awardees are:

- *Western SOLutions*: Use of solar thermal collectors at the Wade King Student Recreation Center to heat domestic water and reduce the building's carbon footprint.
- *Sustainable and Energy-Efficient Dorm (SEED)*: Installation of a cutting-edge energy-efficient dorm room to educate students and the campus community about personal energy use, and to act as a lab space for new energy-saving technologies.
- *Driving Down Energy Consumption with Dashboards*: Pilot interactive campus energy consumption displays to make the campus aware of behavioral changes that can decrease energy usage.
- *Green Energy Resource Kiosk*: Installation of a water bottle refilling station and Green Energy Resource kiosk featuring information on the Green Energy Fee program, outreach, research concerning hydration stations, and other sustainable projects, clubs, and events at Western.

- **10x12 Program**

The goal of the 10x12 program was to reduce campus utility consumption by 10% by the end of 2012. 10x12 comprised both operational and behavioral strategies, including the

“2° Turndown”, “Power Down for Break”, and “Top 10 Actions” campaigns. Together, these strategies saved Western \$63,000 in natural gas and electricity costs in fiscal year 2012. Winter 2012-2013 results will be available in late February. The Sustainable Office Certification (SOC) program is an outgrowth of a behavior change pilot program funded through 10x12. While we are now past the end of 2012, the program continues with new goals being developed.

- **Sustainable Office Certification**

Created through momentum gained in the 10x12 program, the SOC program was launched in 2012 to identify, encourage, recognize, and reward staff for efforts that measure, increase, and maintain best practices in University operations. The SOC program includes over 60 online-accessible actions in the areas of energy, transportation, purchasing, waste, and more. Library Circulation, Environmental Health and Safety, University Advancement, Financial Aid, and the Provost’s Office have been certified at the Silver or Gold levels, engaging 120 staff. An additional six departments are in process. The SOC program is using the campus as a living laboratory for learning sustainability.

- **Sweater Days**

“Sweater Days” is an environmentally friendly, economically viable, socially equitable, and healthy energy conservation awareness and action campaign. All are invited to reduce Western’s energy consumption in the winter months.

- **Northwest Higher Education Sustainability Conference**

President Shepard has provided planning funds for Washington State’s first higher education sustainability conference, following a proposal to the presidents of the Northwest Higher Education Sustainability Consortium (NWHESC) which include: Bellingham Technical College, Northwest Indian College, Skagit Valley College, Whatcom Community College and Western. Conference planners include Consortium members plus sustainability officers from several of these institutions. Western will host the first conference, date yet to be determined.

- **New *Western Sustainability* Website**

The Office of Sustainability has recreated an online sustainability social media hub, including highlighted sustainability metrics, and action lists for students, staff, and faculty.

- **Sustainability Tracking and Rating System (STARS)**

The culmination of campus efforts was catalogued and recorded using the Sustainability Tracking and Rating System (STARS), an assessment framework created by the Association for the Advancement of Sustainability in Higher Education, to highlight leading programs in the various dimensions of campus sustainability.

Next Steps

Western Sustainability goals for 2013 include approval of the Sustainability Committee Charter, and creation of a Western Sustainability Plan. The Charter will help guide campus-wide efforts and provide advice to President Shepard on achieving national leadership in sustainability at Western. The Western Sustainability Plan will produce a set of objectives and metrics for campus efforts, and act as a guiding document for sustainability staff and University administration.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Vice President Richard Van Den Hul

DATE: February 8, 2013

SUBJECT: **Annual University Police Report**

PURPOSE: Information Item

Purpose of Submittal:

Below is the annual update of the University Police Department.

Supporting Information:

The University Police Department is under the direction of Director of Public Safety/Chief of Police Randy Stegmeier. The department welcomes Darin Rasmussen, the newly hired Assistant Director of Public Safety/Assistant Chief of Police. Darin brings over 20 years of law enforcement experience from the City of Marysville, where he was an integral member of that department's command staff as a lieutenant. He replaces David Doughty, who retired in December with more than 40 years of service to Western.

The department's Strategic Plan pursues three primary goals:

- 1) Reduce crime, disturbances, and incidents that pose potential threats of violence or create a fear of crime in the community;
- 2) Strengthen community awareness, involvement and interaction with the Public Safety Department; and,
- 3) Develop the organization's internal capacity and ability to promote and nurture the Community Oriented Policing philosophy among departmental personnel.

State Level Participation

Chief Stegmeier continues to serve as the chair of the University Policing Committee of the Washington Association of Sheriffs and Police Chiefs (WASPC). WASPC is the state's recognized professional organization for law enforcement related issues and has significant influence in Olympia. Chief Stegmeier also serves on the Executive Board of WASPC and the Legislative Committee.

The University Policing Committee meets quarterly. The committee has a mutual aid agreement with the six agencies for responding to major disasters or events, and a "best practice" policy for dealing with threats of violence and response to violent situations on campus.

Community Participation

Staff actively participates in professional associations and task force programs, including community committees, professional law enforcement associations, parking consortiums (public and private entities), and community-based crime suppression and safety task forces, as well as campus committees.

The **Campus - Community Coalition** continues to combat high risk drinking through education, prevention and enforcement; however this program has evolved into an organization that is addressing many more and diverse issues that affect the relationships between the campus and surrounding communities. The University continues the funding of the coalition, which now embraces **Whatcom Community College** and **Bellingham Technical College** as active partners in this organization. The Chief is a member of the **Coalition's Steering Committee** and he and other department members regularly attended **Coalition** meetings, **Neighborhood Association** meetings, and **Hospitality Resource Alliance** group meetings. University Police Department officers also participate in the **Advice on Tap** program in the downtown establishments with the State Liquor Control Board and Bellingham Police Department officers.

The University Police Department continues its strong working relationship with the City of Bellingham Police Department. Chief Stegmeier was selected by Mayor Linville to serve on the selection panel for the City's new chief of police. Chief Cliff Cook assumed his new position in January 2013 and a seamless transition is anticipated.

University Police Department officers continue to serve as members of the Bellingham Special Weapons and Tactics Team (SWAT) and participate actively in joint "Party Patrol" operations in the neighborhoods surrounding the campus. The "Party Patrols" target large parties that draw citizen complaints over noise, traffic, littering and other behavioral issues. It is part of Western's commitment to keeping our students safe and being a "good neighbor" to the communities around Western's Campus.

The **Live Scan Automated Fingerprint Identification System** enhances the process and timeliness of submitting fingerprints for criminal history records checks. Primarily designed for pre-employment and teacher-candidate required checks, the system is also used for criminal identification purposes. Our department successfully completed hundreds of criminal history checks each quarter to facilitate the **Compass2Campus** program and is currently working with several campus partners to improve the safety practices for programs involving children at Western.

In efforts to keep up with technology, the **Communications Center** continually upgrades both its Computer Aided Dispatch/Records Management System software and its method of access to the state and federal law enforcement communications and data systems. The University Police Department is connected to the state Intergovernmental Network for better access to the county, state, and federal information systems. The department participates with Whatcom County law enforcement agencies in the **Whatcom Exchange Network (WENET)** to share law enforcement, jail and prosecutor records, providing improved efficiency in real-time records checking. Plans are moving forward to integrate WENET with a similar system in the King County metropolitan area. Additionally, access was acquired for the **Western States Information Network**.

Public Safety's two-part video training program for students, faculty and staff, "**Shots Fired on Campus...When Lightning Strikes**" and "**Flashpoint**" is being shown as part of a "**How to**

Survive” class for campus members. The videos have been presented to hundreds of students, staff, and faculty. We have added the **“Flashpoint”** video to the department’s homepage so that all staff, students, and faculty may have easy access to this important safety information.

University Police Department officers participated with other agencies throughout Whatcom County in emphasis traffic enforcement activities. These activities included “Click-It or Ticket” seatbelt enforcement, DUI emphasis patrols, cross-walk safety activities and general traffic enforcement. One of our officers submitted another successful grant request to the **State Traffic Safety Commission**, providing our department with enforcement equipment that we could not have otherwise acquired.

The department leads a **Safety Assessment Team** (Threat Assessment), consisting of representatives from Enrollment and Student Services, Judicial Affairs, University Police Department, Counseling Services, Residential Life, and the Student Health Center. This group meets on a routine basis, as well as when necessary to deal with potentially threatening situations, to strengthen the collective ability to resolve or mitigate issues of concern. The collaborative team of professionals has functioned well to respond to several serious incidents affecting the University.

WWU Programs

Through a close working relationship with the **Office of University Communications** and the **Environmental Health and Safety Department**, a multi-faceted **Alert System** is in place that makes it possible to text message and email students, faculty and staff within minutes of an event that may pose an immediate threat to the campus. Our system, which includes a campus-wide “voice annunciation” system that was developed by Western personnel. This system uses our current fire alarm system to facilitate voice messages to be transmitted throughout campus buildings.

Western’s **comprehensive alarm system** also permits concurrent use for alarm systems for fire, duress, intrusion, and access control. With these features in mind, the University Police Department and the Lockshop are immersed in utilizing these new technologies within the University facilities and grounds.

- **Alarm Standards** continue being discussed and implemented into new and retrofitted building projects on campus. These alarms terminate at the 24-7 Dispatch Center. Also within this program we continue to explore the use of closed-circuit television to enhance the alarms with “real time” viewing of the alarmed area(s). The Cashier’s Office is on-line, with several other high priority areas targeted for installation, including open computer labs and other vulnerable areas on campus.
- The conversion of Western’s buildings from the conventional key methods to electronic monitoring and controls for access is continuing. This access system is directly linked to the existing infrastructure on campus.

The **Community Services Officer** program utilizes uniformed police officers who present programs to the community dealing with Crime Prevention, Personal Safety, Property Protection, Substance Abuse, and other topics.

The **Bicycle and Skateboard Patrol** program coordinates bicycle and skateboard safety efforts to heighten awareness to the central campus core of the campus regulations, and to allow more personalized contact with students, faculty and staff. University Police Department officers engage in an educational program to make bicyclists and skateboarders aware of the rules affecting them and a strong enforcement effort to hold violators who continue to ignore the rules in place for the “walk zones” accountable.

Professional standards and training is a cornerstone in the development of competent police officers and civilian personnel, and a requirement of the accreditation standards. Officers are expected to demonstrate mental and physical skills that include strong written and verbal communication abilities, knowledge of relevant laws, officer safety techniques, and proficiency at skills that support proper patrol procedures. We have acquired an on-line training program that allows officers to train individually on a variety of police subjects. This program also tracks, grades, and records the officer’s progress and when subject matter was reviewed. In 2012, our department again surpassed the state-mandated training hours for commissioned personnel and received state certification for meeting the standard.

Recruitment and retention of well-educated and trained commissioned officers is a tremendous source of concern for all police departments. Western has a competitive salary structure for its police officers and supervisors, and turnover has diminished to predictable levels of attrition. During 2012, we hired one replacement officer (a Western graduate), who completed the state academy and is now in our **Field Training Program**.

State and Federal Reporting

The **Jeanne Clery Student Right-to-Know and Campus Security Act**, passed by Congress in 1990, and constantly modified, is in response to concerns about crime and security at postsecondary education institutions. This Act requires institutions to disclose information about campus safety policies and procedures, and to provide statistics concerning whether certain crimes took place on campus. The program is a mandatory nationwide reporting effort that tracks statistical information of the seven most serious criminal offenses within geographical areas and reporting districts.

The University Police Department and Enrollment and Student Services compile the on-going annual crime statistics for publication and ensures compliance with Federal Register guidelines. Updated information is provided annually for new and returning students, staff and faculty. Police agencies also report monthly activity through the Uniform Crime Reporting (UCR) Program. UCR information is included in the Clery Act (Student Right-to-Know) reporting, along with information about liquor and drug law violations, weapons possession, and incidents of student misconduct.

2012 Activity

The UCR is the current standard for Law Enforcement agencies to report summary data to state and federal authorities. It is used for comparison purposes and for local and national trend analysis. Agencies report data on major crimes. University Police UCR data is presented comparing 2012 with 2011 and 2010:

- UCR Part I offenses for 2012 numbered 143, following 170 in 2011 and 148 in 2010. These numbers, which represent crimes defined as 'serious' by the FBI, continue to be low for a campus of our size.

Officers made 229 arrests in 2012 which is also a very low number for our population.

The UCR reflects the most serious of offenses; however, those incidents represent a very small portion of the overall activity of the University Police Department. Arrests also reflect a very small percentage of our officers' interactions. A comparison of the total calls-for-service (calls that necessitate an action by an officer or employee) shows a very consistent call average of just over 10,000 for this and the last three years.



Capital Program Report

Board of Trustees

February 8, 2013

MAJOR/INTERMEDIATE CAPITAL PROJECTS

- **Carver Academic Renovation**

The Carver Academic Renovation project has completed the design development phase and is now in the contract document phase. During the construction document phase the design team will be further refining and integrating all building systems and finishes, and meet with the University's project representatives to further develop individual room information regarding finishes, equipment, and furniture. The construction document submittal is due to the University in early summer 2013.

Dependent on funding, construction is planned to start in August 2013 and be completed spring of 2015. The project was submitted to the State as Western's top priority. It was not included in Governor Gregoire's Capital Budget. The University is working to get the project included into the legislative budget.

- **Fraser Hall Renovation**

Dawson Construction mobilized on site in January 2013 and abatement and demolition work has begun. The renovation is intended to upgrade all building systems within Fraser Hall to address current building issues such as HVAC, indoor air quality, building envelope issues, energy consumption, and ADA issues. A new elevator will provide access to all levels of the building, and efficient and modern accessible restrooms will be constructed. Programmatic needs will be addressed by the replacement of some fixed seating and the installation of instructional technology to support a variety of learning modalities.

The water line to Fraser Hall and Old Main will be improved; this is a continuation of the water line upgrades in the north campus started during the summer of 2012. The new water line is needed to provide fire sprinklers for Fraser Hall and complete the upgrade of all building systems to and within the building. The waterline work is tentatively scheduled to begin after classes are complete in June 2013.

All project work is scheduled to be complete prior to occupancy of Fraser Hall for Fall Quarter 2013.

OTHER CAPITAL ITEMS

Below is a table comparing Western's 2013-2015 Capital Budget Request to Governor Gregoire's Budget.

WESTERN WASHINGTON UNIVERSITY

2013-2015 CAPITAL REQUEST

Color Key :
~ Pre-design
~ Design
~ Construction
~ Intermediate project

Prepared 12-18-12 FDCB

PROJECT LISTING	FUNDING SOURCE	WWU Request - Sept. 2012		Gov. Gregoire Budget - Dec. 2012	
		Bonds	Local	Bonds	Local
1 MINOR WORKS - Preservation		13,479,000			7,500,000
2 MINOR WORKS - Program			9,900,000		
3 CARVER ACADEMIC RENOVATION		69,310,000			
4 GATEWAY FACILITY (ACAD. SERV. & PERFORMING ARTS FACILITY)		7,235,000			
5 INTERDISCIPLINARY SCIENCE FACILITY		500,000			
6 PERFORMING ARTS EXTERIOR RENEWAL		3,082,000		3,082,000	
7 NORTH CAMPUS UTILITY UPGRADE		3,764,000		3,764,000	
8 CLASSROOM & LAB UPGRADES		2,450,000	2,450,000	3,984,000	916,000
Preventive Facility Maintenance & Repairs					3,629,000
TOTAL BY FUND SOURCE		99,820,000	12,350,000	10,830,000	12,045,000
BIENNIUM TOTAL - ALL FUNDS		112,170,000		22,875,000	

While the State's capacity to fund Capital work this upcoming biennium is limited, we are making the case to the legislature for all of our projects.

For more information about the major projects, the Capital Program, and the Capital Planning Process, visit the Office of Facilities Development and Capital Budget website:
<http://www.wvu.edu/wwuarchitect/>.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Stephanie Bowers, Vice President for University Advancement and Executive Director, WWU Foundation

DATE: February 8, 2013

SUBJECT: **Development Report**

PURPOSE: Information Item

Purpose of Submittal:

Provide an update to the Board on Western Washington University Foundation activities.

Supporting Information:

Report attached

OFFICE OF DEVELOPMENT

The “Western Stands for Washington” campaign gift commitments are in excess of \$19.6 million since July 1, 2011 and include significant planned gifts from Kevin and Lucinda Johnson and Gene and Peggy Zoro.

The Black Box Theater in the College of Fine and Performing Arts will be renamed the Douglas Underground Theater (DUG) on February 22 in recognition of a \$250,000 gift from the family of alumnus Doug Dreier.

The Western-in-Puget Sound committee – formerly Western-in-Seattle – has reorganized to better position WWU in that geographic area. The committee will continue to plan the Western Business Forum but will expand their responsibilities to include programming for industry-specific alumni and friends as well as outreach to employers to increase Western’s internship opportunities.

The Foundation is hosting an event at the Frye Museum in Seattle on January 31st where Fairhaven professor Larry Estrada and alumnus and Oscar winner TJ Martin will talk about the American Cultural Studies program and the impact Larry had on TJ’s career. TJ’s movie, “Undeclared,” will be shown to more than 100 guests.

Gifts of Note

A gift of \$250,000 from David and Denise Cole towards a pledge of \$500,000 to support hiring the first faculty director of the campus-wide Entrepreneurship program.

A gift of \$100,000 from Stowe Talbot and his sister Jane Talbot to honor their father, Red Haskell Emeritus Foundation board member Jim Talbot, to establish a fund in Huxley College to support Sustainability Studies.

A gift of \$20,000 from Costco to support leadership scholarships for diverse students.

An estate gift from Louis Graham of nearly \$80,000 to establish a scholarship for Geology students. This brings Mr. Graham’s total giving to \$140,000.

An estate gift in excess of \$430,000 from Elizabeth Balas to establish an endowment to support scholarships for the women’s basketball team.

A gift of \$100,000 from Anne and Wayne Gittinger to fund University projects.

\$80,000 from the Harrington Foundation to support the accounting department, soccer scholarships and the multi-purpose field. A portion of their gift is toward a one million dollar pledge to the new field.

Upcoming Events

February 13: Seattle-area scholarship lunch – The Rainier Club

February 27: Bellingham-area scholarship lunch – WWU campus

March 13: Bellingham-area scholarship lunch – WWU campus

April 26: Business Forum featuring Jim Sinegal as keynote speaker – Seattle Sheraton

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard on behalf of Senior Vice President Eileen Coughlin

DATE: February 8, 2013

SUBJECT: **Mid-Year Housing and Dining Report**

PURPOSE: Information Item

Purpose of Submittal:

To provide a programmatic and fiscal report to the Board on the University's Housing and Dining System.

Supporting Information:

See attached.

WESTERN WASHINGTON UNIVERSITY ENROLLMENT & STUDENT SERVICES

Mid-Year Housing and Dining Report February 2013

EXECUTIVE SUMMARY	3
APPENDIX I: Occupancy and Demographics	4
Appendix II: Financial Performance	5
Appendix III: Residential Education	6
APPENDIX IV: University Dining Services	7



University Residences Staff

WESTERN WASHINGTON UNIVERSITY
Student Affairs
Mid-Year Housing and Dining Report
February 2013

EXECUTIVE SUMMARY

Western's Residential Communities — Active Minds Changing Lives: The residential communities are intentionally designed to actively engage new freshmen and transfer students, returning students, and international students in their own learning and success, making friends and personal connections; to become more responsible adults in diverse and inclusive communities that foster leadership, sustainability, social responsibility, and civic engagement.

OCCUPANCY (Appendix I)

- Fall opening occupancy was 4,063, an increase of 17 over last year and is expected to meet or exceed the Housing and Dining Fiscal Principle of 90% average annual occupancy.
- The composition of 93% of new freshmen; 33% of new transfers and 24% students-of-color living on campus were all slight increases from the prior year.
- Fall term attrition was 3.94%, essentially the same as last year.

HOUSING & DINING SYSTEM FINANCIALS (Appendix II)

- The system is projected to be on budget for 2012-13 and to meet all the Guiding Fiscal Principles.
- Net operating revenue is up 3.9% with operating expenses up 2.8%.
- System net revenues increased by 97% driven by fewer scheduled capital project expenditures in FY13 vs. FY12.

RESIDENTIAL EDUCATION (Appendix III)

- Residential students engaged in two facilitated discussions with their resident advisors. Participation was 91% for roommate relationships and 92% for academic success.
- Continued active collaborations to support students at risk for financial and academic difficulty.
- Engaged in activities to promote diverse and inclusive communities.
- Most conduct activity was within a typical range.

RESIDENTIAL FACILITIES

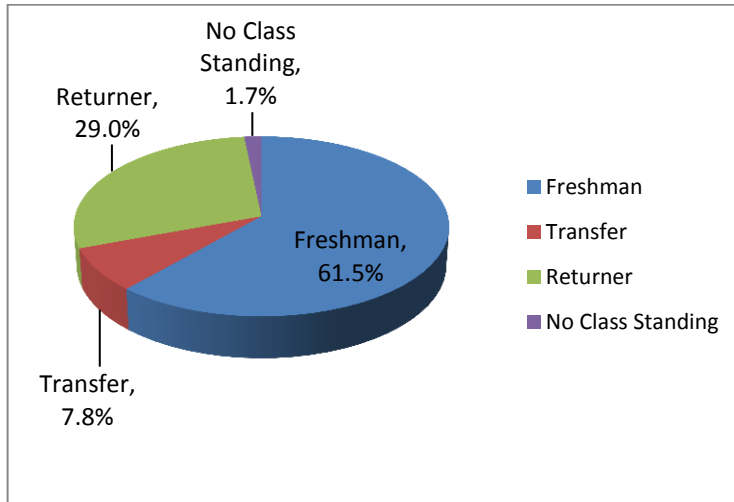
- Scheduled capital plan projects were completed, including Phase Two sprinklers installed in Ridgeway Beta and the wireless access point installation in all residential areas.
- Began work on Mathes sprinklers and Lakewood dock replacement and planning for Ridgeway Alpha and Nash sprinkler projects. Completed building improvements: installed new appliances at Birnam Wood, replaced carpets in three Fairhaven stacks, and refurbished four Ridgeway kitchenettes.

UNIVERSITY DINING SERVICES (Appendix IV)

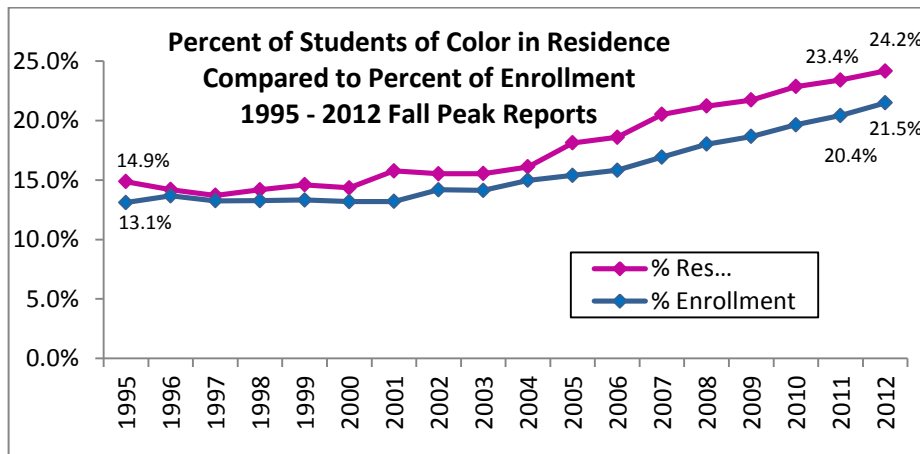
- Off-campus meal plan membership increased by 89 or 12% over last fall quarter.
- Completed renovation of the Viking Commons serving area, and remodeled two retail platforms to better match demand.
- Continued with enhanced sustainability-focused activities.

APPENDIX I: Occupancy and Demographics

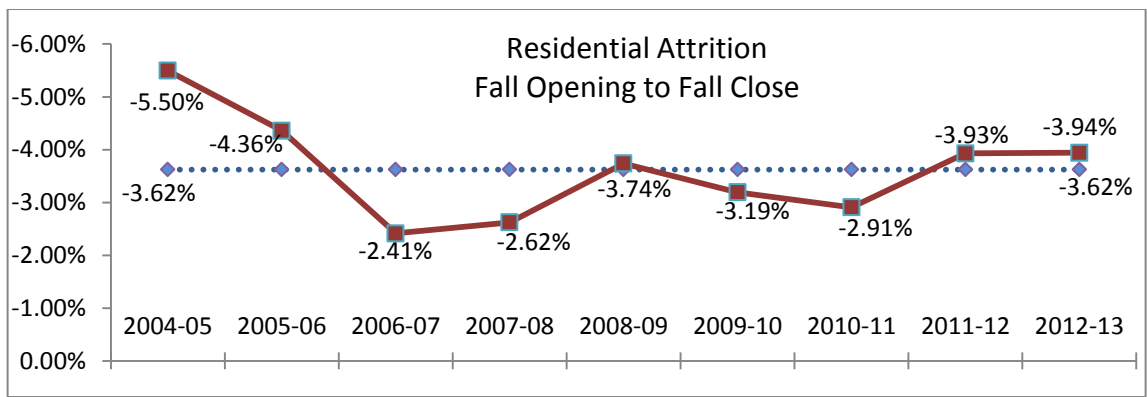
- The mix of students living on campus is consistent with the long-term historical trend.



- The percent of students-of-color in residence rose slightly and remains slightly higher than the percent enrolled.



- Attrition fall opening to closing was 3.93%, essentially the same as fall 2011 and slightly above the 2004-12 average of 3.62%.



Appendix II: Housing and Dining System Financials (through December 2012)

Summary

	<u>Change from Previous Year (Adjusted #'s)</u>	
+Revenues	Up \$ 629,512	3.3% Increase
<u>-Less Operating Expenses</u>	<u>Up \$ 302,238</u>	2.8% Increase
=Net Operating Revenues	Up \$ 327,274	3.9% Increase
<u>-Less Non-Operating Expenses</u>	<u>Down \$ 594,682</u>	8% Decrease
=System Net Revenues	Up \$ 921,956	97.7% Increase

Year-to-Date Revenues

- Total system revenue to date (including student fees, conference and one-time revenues) was 3.3% greater than the prior year.
- Viking Union revenue was essentially the same as last year (there was no increase in the building fee).
- Room and resident meal plan revenue through December 2012 was 3.3% higher than the prior year driven by a 3.0% rate increase and an increase of 27 students for the fall quarter average occupancy.
- Sales of meal plans sold to students who live off campus increased by 14.5%.

Year-to-Date Operating Expenses

- Total system operating expenditures to date increased by 2.8%.
- Food costs are 5.3% higher due to a 3.5% rate increase and growth in voluntary plan sales.
- Total utility expenditures increased 1.5%.
- Maintenance costs increased 16% due to new service contracts (wireless program) and reactive maintenance increases (e.g. Birnam Wood and Buchanan Towers water damage, Buchanan Towers window stops)

Net Operating Revenues

- Year-to-date net operating revenues are 3.9% higher than last year. Net operating revenues for the full fiscal year are projected to be at budgeted levels.

Non-Operating Expenses

- Year-to-date non-operating expenses decreased by 8% due to a slight reduction in debt-service expense and planned expenses for renovations. The larger projects included Phase Two Ridgeway Beta sprinklers and Phase Two installation of wireless access.

APPENDIX III: Residential Education

Student/Resident Advisor (RA) Dialogues

- 91% participated in roommate dialogues (avg. 42 minutes) facilitated by RAs. They learned about themselves and each other by sharing who they are, what their past living situations were like, and their preferred communication styles.
- 92% of Res Hall students (plus 73 Birnam Wood residents) participated in an individual conversation (avg. 35 minutes) with their RA about why they chose to go to college, how they define academic success, and if their current academic performance is congruent.

Collaborations

- Created new check-in procedure to allow Western Outdoor Orientation Trips (WOOT) students to move in early anywhere.
- Coordinated early arrival & check-in of new Marine Biology early fall start program.
- Partnered with Office of Sustainability on Sustainable Energy Efficient Dorm-room Pilot.
- Partnered with Prevention and Wellness services to provide educational programming on rape/sexual assault, alcohol/drugs, personal wellness, etc.
- Dave Ruble and Stephanie Zee began using “True Colors” to provide professional development for various WWU offices and student groups (ESS division retreat, Foundation/Alumni, Mixed Identity Student Org., etc.)

Diverse and Inclusive Communities

- Sponsored 65 students to attend the Ethnic Student Center conference.
- Collaborated with Admissions and Woodring to sponsor the Migrant Youth Leadership Conference.

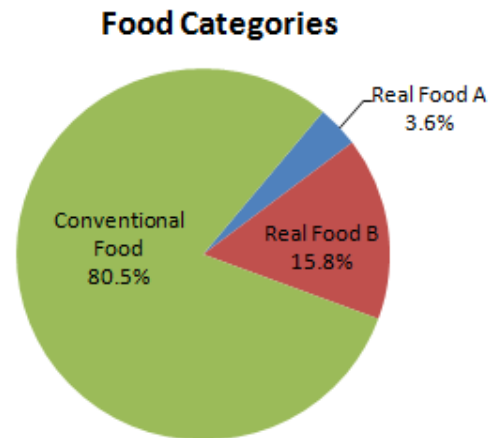
Conduct

- 663 incident reports were managed in fall. (each often contains multiple persons)
- 125 students were recognized as a “student of concern” (mostly mental health). 17 residents were in multiple reports, and 8 residents were placed on a behavior contract for mental or physical health assessment/follow-up.
- Copyright violations fell to 31 (127 last fall, 247 fall before), which suggests irregular external monitoring.
- RDs held 640 educational conduct meetings for potential drug and/or alcohol violations. Comparing fall 2012 to fall 2011,
 - drug violations (mostly marijuana) decreased from 97 to 85,
 - alcohol violations decreased for the second year (from 177 to 135), and
 - fewer students had more than one violation (from 40 to 13).
- Residence hall staff and hall councils provided “late-night programming” every weekend in an effort to reduce behaviors involving alcohol and other drugs.

APPENDIX IV: University Dining Services

Real Food Challenge

The Real Food Challenge is the campus standard measure for sustainable food purchases with the goal to achieve a total of 20% Real Food A & B purchases. This year marked the first time of measuring over a 12-month period instead of just two fall months. “Real food” purchases represented 19.4% or \$1,024,188. Ninety-six percent of the “real food” spending qualified as local or community-based. (As currently defined, Real Food A is food that qualifies for two or more Real Food Attributes – local and community-based, fair, ecologically sound, and humane – while Real Food B is food that qualifies for just one Real Food Attribute. For example, eggs that qualify as local and humane are Real Food A, while eggs that are only local qualify as Real Food B.)



Sustainability Programs & Initiatives

- Increased the number of “Farm-to-Table” events to three per year, highlighting local and sustainable foods.
- Implemented Blue Cleaning technology in all dining locations helping to reduce the use of less sustainable cleaning agents.
- Expanded efforts to move toward zero waste in the three dining halls.

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

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Catherine Riordan

DATE: February 8, 2013

SUBJECT: **Quarterly Report on Grants and Contracts**

PURPOSE: Informational Item

Purpose of Submittal:

Information from the Office of Research and Sponsored Programs concerning grant awards for the period October 1, 2012 – December 31, 2012 and fiscal year 2012/13.

Supporting Information:

- Grant awards/totals for the period 10/1/12 – 12/31/12
- Grant awards for the fiscal year 2012/13

SUBJECT: YTD Grant Awards

Department	7/1/12- 9/30/2012	10/1/12- 12/31/2012	1/1/13- 3/31/2013	4/1/13- 6/30/2013	Fiscal Year 2012-13
Admissions	8,000.00	-			8,000
AMSEC	305,000.00	286,586.00			591,586
Anthropology	193,564	80,898			274,462
Border Policy	19,160	-			19,160
Campus Compact	562,519	225,000			787,519
Canadian/American Studies	12,000	77,495			89,495
Chemistry	548,251	123,864			672,115
Child Development	-	9,281			9,281
Economics	5,000	-			5,000
History	467,869	-			467,869
Huxley	70,905	988,411			1,059,316
Mathematics	35,000	42,000			77,000
Modern & Classical Lang.	21,481				21,481
Physical Education, Health & Rec	4,273				4,273
Science, Math & Tech Education	292,854	41,622			334,476
Shannon Point Marine Center	1,526,518	78,431			1,604,949
Woodring College of Education	720,440	4,672			725,112
Total	\$ 4,792,834	\$ 1,958,260	\$ -	\$ -	\$ 6,751,094

GRANT AWARDS FOR THE PERIOD				Oct, Nov, Dec 2012				
FUND	DESCRIPTION	NEW FUNDS	ADD'L FUNDS	FUNDING AGENCY	P.I.	DEPARTMENT	DEPT. TOTAL	
51160	Collaborative Research: P2C2	178,987		NSF	A. Bunn	Huxley	178,987	
56316	Landscape Effect on Cougar Populations	2,500		Wildlife Society	D. Wallin	Huxley	2,500	
55846	Lake Whatcom Monitoring 2013 - 2015	785,487		City of Bellingham	R. Matthews	Huxley	785,487	
51585	Abegg Fellowship	42,000		NSF	K. Kitto		42,000	
55756	Add to Research Experiences for future SMTT		41,622	University of Washington	G. Nelson	SMATE	41,622	
55776	Collections Inventory, Archeological Resources NW WA	80,898		WA State Department of Transportation	S. Campbell	Anthropology	80,898	
56298	Add to Bimetallic Phosphide Catalysts		32,000	Shell Oil	M. Bussell	Chemistry	32,000	
56739	Conference Proceedings of Border Metrics	5,000		Pacific Corridor Enterprise Council	D. Alper	CANAM	5,000	
								1,168,494
55835	Add to Judy Reservoir Algae		3,380	PUD #1	R. Matthews	Huxley	3,380	
51145	Year 3 - SOLAR: Tandem Waveguide		286,586	NSF	D. Patrick	AMSEC	286,586	
55777	Affordable Child Care Grant	9,281		Wash Student Achieve Council	P Ashby	Child Dev	9,281	
55778	College Access Challenge Grant	225,000		Wash Student Achieve Council	J. Hine	Campus Compact	225,000	
55773	Canadian Studies Center	72,495		University of Washington	D. Alper	CANAM	72,495	
51161	Epigenetic Methylation & Oxidative Damage	91,864		NSF	S. Smirnov	Chemistry	91,864	
55906	Add to Prof. Ed Advisory Board - Principal		1,568	Puget Sound Ed Service District	F. Rios	Woodring	1,568	
55903	Add to Prof. Ed Advisory Board - Teachers		2,060	Puget Sound Ed Service District	F. Rios	Woodring	2,060	
55907	Add to Prof. Ed Advisory Board - Counselor		1,044	Puget Sound Ed Service District	F. Rios	Woodring	1,044	
56707	Year 4-Pacific Center, Ocean Science Ed Excellence		78,431	University of Oregon	S. Sulkin	SPMC	78,431	
								771,709
55093	Tracking Trash: N Olympic Shoreline Marine Debris	6,723		Jefferson County	R. Green	Huxley	6,723	
56741	The TRI Performance Explorer Web Application	11,334		Environmental Council of States	T. Abel	Huxley	11,334	
								18,057
							1,958,260	1,958,260

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

TO: Members of the Board of Trustees
FROM: President Bruce Shepard by Steve Swan, V.P. for University Relations
DATE: February 8, 2013
SUBJECT: **University Relations Report**
PURPOSE: Information Item

Purpose of Submittal:

A written report is provided on the recent activities of University Relations.

Supporting Information:

Report Attached

**WESTERN WASHINGTON UNIVERSITY
OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY RELATIONS
REPORT FROM THE VICE PRESIDENT TO THE BOARD OF TRUSTEES**

GOVERNMENT RELATIONS

State Relations

President Shepard and other WWU staff and faculty have been busy meeting with new legislators, leadership and the Executive branch to talk about the University's budget request and the contributions Western can make to the economic and workforce needs of the State through our targeted decision packages in Engineering, Energy, SMATE and Veterans assistance.

The 2013 Legislative Session began on January 14th and runs until April 28th. President Shepard, Steve Swan, Rich Van Den Hul and Bill Lyne have already spent hours in Olympia working with legislators on policy issues, capital and operating budget requests. State budget constraints continue to be a challenge in gaining funding for the important initiatives Western has put forward in both the operating and capital requests. Funding for K-12, tuition policy, GET, and Jobs will be dominant themes of the session for Western.

In early January WWU hired a new Government Relations Specialist, Brad Sherman, a 2007 graduate of Western and a five year veteran of working in the legislature. We are thrilled to have him onboard and he has already become a very important part of our team efforts in Olympia.

Federal Relations

President Shepard, Vice President Steve Swan, Associated Student's President Ethan Gleemaker and AS VP for Governmental Affairs Patrick Stickney will visit with a number of members of the Washington Congressional delegation March 4-6. A number of visits will also be scheduled with government agencies.

UNIVERSITY RELATIONS

Economic Development

The Northwest Economic Development Council officially became a part of the Whatcom County Council of Governments on Dec. 12. The WCOG voted unanimously to merge with the NWEAC and to support its new mission in support of economic development in Whatcom County. The NWEAC negotiations were led by its Executive Director Peggy Zoro.

The NWEAC executive committee includes Western VP Steve Swan who serves in an at-large position and the board of directors includes WWU Trustee Sue Sharpe and College of Business and Economics faculty member Hart Hodges.

Print and Copy Services

Western discontinued the printing operation of its Print and Copy Services on January 2, 2013. The continuing Copy Services offers the campus community copying with the latest in state of the art copiers. Copy Services will also manage all orders which require print press production by off-campus companies. This function will help Western entities receive the best in quality and pricing and will also help ensure the integrity of the Western brand.

Waterfront Development

The Port of Bellingham will be hosting an Eco-District workshop on February 12. The workshop will involve representatives from the Port, the City of Bellingham, Western and other organizations which have interest in the physical development of the Bellingham waterfront property. Western representatives will be VP's Rich Van Den Hul and Steve Swan and campus Sustainability Coordinator Seth Vidana.

OFFICE OF COMMUNICATIONS AND MARKETING

Our skilled professionals worked hard on a wide range of online, print, social media, video and graphic design communications and marketing, which included:

- Western's **Window magazine** was honored by [two regional awards for excellence](#) in writing from the Council for the Advancement and Support of Education. The magazine editor is **Mary Gallagher**, and design is handled by **Chris Baker**.
- Our staff successfully placed a number of stories in the media, including research by Psychology Professor **Ira Hyman** on earworms and memory. His research was featured by [NBC News](#), in an interview with [National Public Radio \(NPR\) host Linda Werthheimer](#), in a story on the [front page of the Bellingham Herald](#) and in other regional media. We also assisted in placement of several guest columns in publications, including a [column on teachers as heroes](#) by Woodring Dean **Francisco Rios** in the Bellingham Herald following the Sandy Hook, Conn., school shooting, and another column on border reforms in the Puget Sound Business Journal by **Don Alper**, WWU director of the Center for Canadian Studies.
- New media coordinator **Matthew Anderson** has been working closely with our student interns not only to increase their understanding of and proficiency in social media, but also to allow them freedom to implement their own ideas in Western's social media space, which has led to notable improvements. Matthew also is beginning a photo contest this week, taking submissions from community members of Western-related photos and displaying the winners in various places, primarily on our Facebook page.
- Also, **Anderson**, assistant director and marketing manager **John Thompson** and student interns are working to produce robust metrics on our use of social media.
- Among other marketing-related projects led **Thompson**, Communications and Marketing is currently working with the City of Bellingham to ascertain how university logos and a welcome message could be painted on the roadways in front of the Viking Union and on Bill McDonald Parkway. In addition, the branding of the university's vehicle fleet of almost 100 vehicles has begun.
- Booking **faculty speakers** by **Pam Smith** through [Western's Speakers Bureau](#), including Economics Professor Hart Hodges, who spoke recently on the local Economic Forecast to the Whatcom County Association of Realtors.
- Completion of **graphic design projects** by **Chris Baker** and **Derek Bryson** with many campus offices, including: media guides for Athletics, website updates for Compass 2 Campus, brochures and posters for Canadian-American Studies, logo designs for Human Resources, MyWestern site redesign, poster designs for the Office of Sustainability's Sweater Days campaign and multiple publications for Admissions, the WWU Foundation, Residence Life, and New Student Services.

DATE FOR NEXT REGULAR MEETING: April 11, 12, 2013