

College of Business and Economics
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To: WWU Campus Community
From: Brian K. Burton, Dean
Date: March 10, 2009
RE: 2009-11 Budget Documents

This serves as a cover letter for the accompanying documents:

- CBE Budget Principles (includes bottom-up budget process, as well as the College's strategic goals and drafts of the College's revised mission, values, and brand principle);
- CBE SWOT Analysis;
- Forms A, B, and C pertaining to the CBE operating budget for the 2009-11 biennium.

We have entered into this process with the understanding that embedded in every budget situation, even one such as this, are opportunities that must be considered and grasped if possible. We are making the immediate changes in our budget necessary to meet the circumstances. But we also are considering more fundamental, long-term changes to our core function of classroom instruction that will allow us to more quickly and easily pursue opportunities that fit our strategic vision: to excel in student-focused education in which we engage the broader community in which we operate. Those changes, because they are still under consideration, are not detailed in these documents.

The College has engaged in a process that includes question-and-answer sessions about the basics of College budgets; opportunities for comment, both face-to-face and on the Web, on drafts of documents; and a collaborative decision process on the adjustments to be made and priorities thereof. It has consumed much of our effort and attention in winter quarter, with the result that the College has reached consensus on the approach to and details of the adjustments we plan to make.

We have been asked to respond to suggestions made on the University's web site for cost-saving measures. None of the suggestions relate specifically to CBE. However, I can comment on several suggestions. For example, suggestions relating to computer use, printing (both student and staff), travel, and other operating expenses have been and will continue to be examined by College personnel for possible efficiencies within the College. Parks Hall, home to the College, hosts classes several evenings a week but has unused space in the evening if the suggestion to consolidate evening activities in a few buildings is to be considered.

I look forward to comments from the campus community and to participation in the dialogue that follows, and I know that the College and the University will be the better for this exercise.

Principles and Process for Budget Allocation Decisions

Introduction

The following document is intended to provide guidance to decision makers in the College of Business and Economics (CBE) during budgeting processes. This document provides guidance both during times of budget reduction and during times when budgets are growing.

Principles

1. CBE will follow the general principles outlined by Western Washington University in its “Principles and Guidelines: Campus Supplemental Budget Reallocations; Changing a Previously Adopted University Budget” (<http://www.acadweb.wvu.edu/upa/upa/2009-2011%20Budget%20Discussion%20Link/Principles%20and%20Guidelines%20for%20Supplemental%20Budget%20Reallocations--12-15-08%20FINAL.pdf>) to guide its processes.
2. Our highest priority will be to fulfill CBE’s mission, values, and brand principle (drafts attached to this document as Appendix A) and thus serve our students, staff, faculty, and community in the best way possible given budgetary constraints.
3. The strategic goals approved by CBE (attached to this document as Appendix B) will provide guidance on specific budgetary decisions.
4. In making budgetary decisions, CBE will make every attempt to preserve existing programs and services that are of high quality and fit with the College’s mission, values, brand principle, and strategic goals.
5. CBE will seek to identify opportunities for investments in line with our mission, values, and strategic goals, and will pursue such investments when possible.
6. We will attempt to employ our human and financial resources flexibly, while at the same time preserving the integrity of those resources.
7. Evidence of anticipated costs and benefits and impacts on stakeholders will be used to justify proposed budgetary changes.
8. CBE will focus our attention on the quality of our programs and services, and access to those programs and services.

Process

The process outlined in this document is specific for the 2009-11 biennial budget adjustment process. Properly adjusted, it pertains to future budget decision processes as well.

1. This document will be distributed to CBE faculty and staff by January 16, 2009.
2. Faculty and staff will be invited to participate in informational meetings regarding the budget; these meetings will take place by January 16, 2009.
3. Faculty and staff will have opportunities to provide feedback and suggestions for budget decisions through brainstorming sessions, Web-based discussions, and face-to-face meetings.
4. Use will be made of a CBE intranet in posting documents and allowing discussion to proceed.
5. The Dean and Policy Council will receive feedback and suggestions and produce a draft budget proposal.
6. College faculty and staff will have opportunities to comment on the draft budget proposal for a suitable period.
7. The Dean and Policy Council will take these comments under advisement and produce a final draft for presentation to the University community. If no consensus is reached during the process, the Dean will make decisions regarding components of the budget proposal.

Mission of the College of Business and Economics

Our mission is to be a leader among schools of business and economics in student-focused, professional and scholarly education that engages the broader community.

Values of the College of Business and Economics

We believe in:

- **Professionalism**
- **Knowledge**
- **Engagement**
- **Stewardship**

Professionalism

We are committed to acting with integrity through honest and ethical behavior that stresses a high degree of accountability. We foster respect by honoring others, the diversity of their experiences and talents, and their right to hold differing opinions.

Knowledge

We engage in and support scholarship, critical thinking and creativity through discovering, acquiring, applying, preserving and sharing knowledge, and challenging ourselves and others to think while comparing and contrasting ideas.

Engagement

We collaborate with our community through the creation of a friendly and open environment that encourages lasting connections among our stakeholders. We help students develop by providing them with personal attention and direct access to faculty, mentoring them, and including them in the College community.

Stewardship

We recognize our role in preserving and enhancing our resources, the environment and our relationships with all stakeholders of the College.

Brand Principle of the College of Business and Economics

The student experience matters.

Appendix B
CBE Strategic Goals (passed in June 2008)

Goal No. 1

We will foster student success by enhancing our students' understanding of organizations and markets in a modern world and their ability to apply that understanding in their careers.

Goal No. 2

We will seek to build strong, on-going relationships with the employer/alumni community which benefit the employers, our students and CBE.

Goal No. 3

We will promote an environment of institutional excellence by recruiting, retaining, rewarding and supporting high quality faculty who emphasize teaching while also pursuing professional scholarship.

Goal No. 4

We will work in partnership with WWU and its other colleges to achieve the university's strategic plan priorities.

Goal No. 5

We will enhance the communities in which we live and work.

2009

SWOT Analysis

CBE

Western Washington University
College of Business and Economics

Dan Purdy

1/1/2009



Table of Contents

SWOT Analysis Matrix	4
Strengths.....	4
Weaknesses	6
Opportunities	9
Threats.....	11
Developing a Competitive Advantage	13

SWOT Analysis

SWOT Matrix

The table below summarizes the SWOT analysis for the College of Business & Economics. Each element of the SWOT Matrix is detailed in the following sections. Strengths, weaknesses, opportunities and threats are grouped together around general themes that capture a broad range of ideas within one conceptual container. These ideas are found in the bulleted list below the heading and text that describe the grouping.

Strengths	Opportunities
<ul style="list-style-type: none">▪ Atmosphere▪ Culture▪ Western Reputation▪ Quality Education▪ Curriculum & Research▪ Administration▪ Student Experience▪ Organization	<ul style="list-style-type: none">▪ Students▪ Degrees/Programs▪ Increase Graduate Enrollment▪ Collaboration
Weaknesses	Threats
<ul style="list-style-type: none">▪ Career Services▪ Academic Advising▪ Programs/Curriculum▪ CBE Marketing▪ Student Experience▪ Infrastructure▪ Limited Resources	<ul style="list-style-type: none">▪ Resource Constraints▪ Competition▪ Socioeconomics▪ Political

Strengths

Atmosphere

Atmosphere is a compilation of strengths that comprises the physical and emotional feel of the College. The atmosphere provides the College with key ways to differentiate itself in a crowded market. The liberal arts tradition and residential college feel are areas that faculty feel differentiate the College. Small class sizes are considered by faculty to be a key to a quality education. Section sizes at the 400 level are routinely under 40 with many under 30. This intimate climate provides students with the opportunity to develop close relationships with professors and results in a better student experience. The beautiful location is consistently included in the top three reasons students give for choosing Western and can be a key asset in recruiting students into CBE.

- Liberal arts tradition, residential college
- Small class sizes
- Beautiful location and campus

Culture

Culture captures the intangible attitude of the College and serves as the source of much of the goodwill attributed to the College by students, alumni, faculty and staff. There is a strain of innovation that runs through the College that if supported and fed resources could develop new programs, concepts and ideas that can help to differentiate the College in the future.

- Collegial, friendly, open, supportive, collaborative
- Innovative: virtual mentors, executive speakers, Econ 101

Western Reputation

Western Washington University is well known throughout the Northwest region and provides an opportunity for the College to associate itself more with the University in the future. Promotion of the achievements of Western, the CBE, departments, faculty and successful alumni is a way to leverage and extend the Western reputation to CBE.

- Great value education: Best school for cost
- Great atmosphere and distinctive culture
- National rankings

Quality Education

The quality of the education at Western and within the College has been well documented by outside entities such as the AACSB and media organizations such as the U.S. News and World Reports. This quality is possible due to excellent faculty and students and the outcome is higher salaries for CBE graduates than for other WWU graduates.

- Quality faculty
- AACSB Accreditation
- Quality students without sense of entitlement
- Higher average salaries

Curriculum/Research

Curriculum and research are at the heart of the College's activities and both lend areas of strength. A broad based curriculum serves the need of many business students well. Strong niche programs such as the Manufacturing and Supply Chain Management (MSCM), Accounting and Financial Economics programs allow CBE to claim leadership in selected areas. The confluence of classes and research surrounding issues of corporate social responsibility (CSR) provides the resources for broader offerings to meet needs in this area. Many faculty members (~20%) are creating courses or doing research in the areas of nonprofits, environmental business and sustainability. This interest is among the largest concentrations of interest in the College. The above average research productivity (compared with public comprehensive universities nationally) is certainly a strength and can be used to communicate

credibility to prospective students, current students, alumni, supporters and the community. The strong research productivity also enhances student learning by helping faculty stay current in their fields and provides new findings for faculty to bring in to the classroom. Given that research is such a large part of the accreditation process, the above average research productivity helps the College maintain its accreditation in an era where it is increasingly important.

- Broad based curriculum with areas of distinction
- MSCM, Accounting and Financial Economics
- Confluence of CSR curriculum/research
- Above average research productivity

Administration

The administration of the College has placed CBE in a position of strong resources with which to take advantage of identified opportunities. In the current economic climate this also means the College is in a better position relative to many colleges to weather the budget reductions. In conjunction with the Western Foundation, the College has a major gifts officer dedicated to CBE activities and with an office in Parks Hall, providing excellent communication between the Foundation and the College.

- Excellent financial management (budget surplus)
- Dedicated major gifts professional

Student Experience

The student experience is generally positive, though with room for improvement. The positive feelings of students towards the College are mainly due to the strength of the professor-student relationships and the idea that they can be treated as people, not numbers. In addition, programs that bring students together with business executives, such as the Strategy and Ethics/Social Responsibility speaker series, Leadership Lunches, and active student clubs enhance the student experience.

- High faculty-student interaction with close relationships between faculty and students
- CBE Career Fair
- Student/executive interaction

Organization

The College of Business and Economics is a relatively lean and flat organization compared to the larger University which gives it the ability to act entrepreneurially and with speed to take advantage of opportunities or to minimize the impact of threats. The lean bureaucratic system allows the administration to implement decisions quickly if the situation warrants.

- Flat organizational structure allows quick decision making
- Lean bureaucratic system prevents bogging down of decisions

Weaknesses

Career Services

CBE has made great strides in providing students with excellent internship opportunities, career advising and limited placement yet the level of achievement is still not where the College wishes it to be. Faculty members recognize this fact as do the students. There is a very real need to provide a College-wide standard for internships that an employer can use to develop and communicate internships to students. To date the individual efforts of departments have sufficed but closer relationships with employers in the future will necessitate a simplified process for internships, job openings, recruiting efforts etc. Like internships and placement issues, career advising is a weakness within CBE. Students need assistance preparing professional resumes, cover letters, learning how to network, interviewing skills and in developing a career development plan.

- Advising/Placement
- Centralized Internships

Academic Advising

Students have highlighted the need for more, earlier and higher quality academic advising. Students have reported frustration and dissatisfaction with the advising process and have discontinued seeing their advisors as a result. The source of the problem seems to be inconsistent and incomplete advice or faculty attitudes that turn students off. Students readily admit that many faculty are excellent advisors but contend that many others lack knowledge are disinterested or in some cases condescending during advising sessions. Also, students cited a lack of knowledge of the pre-major process and its benefits. Frustration is not limited solely to faculty advisors but applies to advising by department administrators as well. Staff members themselves echo these frustrations, admitting that there are so many students who need assistance that they cannot spend the time they wish with each student. Advising consumes an inordinate amount of faculty and staff time and yet does not meet the expectations of students.

- Pre-major advising
- Major advising

Programs/Curriculum

While generally strong, there are some areas of the College that are considered a weakness. The MBA Program was often cited as a weakness in discussions with faculty. Whether true or not, the perception of weakness is important to recognize. Students highlighted the lack of theory-to-practice experiences in and out of classes. Students understand and value practical experience and wish to have more experiential learning opportunities, preferably integrated into classroom activities but also including internships, service learning projects, etc. Faculty have highlighted the lack of professional preparation of students; both in communication, written and verbal, and presentation.

The resource constraints imposed by the proposed 2009-2011 budget will likely make course access more difficult than it already is for students. Access to foundation, core and elective courses within the College can quickly become a weakness due to limited funding for adjunct lecturers which the College uses to offer niche electives and/or keep the class sizes of foundation and core classes manageable.

- MBA Program
- Not enough theory-to-practice
- Professional preparation of graduates
- Professional communication skills of graduates
- Not enough foundation, core and elective sections

CBE Marketing

CBE marketing and communication efforts have been relatively nonexistent in the past. As a result the College has no defined methods of communication with external or internal stakeholders. As noted elsewhere in the report a lack of knowledge of the needs of students, alumni, employers and the completion exacerbates these problems. A specific area of weakness often noted by students, staff, faculty and outsiders is the website. A lack of visuals, alumni pages, evidence of successful alumni, promotion of faculty research and teaching achievements and navigation best practices are a few of the deficiencies noted.

- CBE brand image
- External marketing to prospective majors, alumni, employers, business community, society
- Internal marketing to faculty, staff and students
- Website
- Market research; students, alumni, employers, competition, etc.

Student Experience

The student experience, while generally positive, suffers from large class sizes at the foundation and core levels. Some classes are in excess of 80 students which prevents a quality educational experience. This is in contrast to the small class sizes at the 400 level which is a strength. The Bellingham location can be a negative for student experience given the distance from the center of business in the Seattle area which precludes many students from doing internships with world-class companies during the academic year and makes collaboration between these firms and faculty difficult. Students have negative perceptions of the teaching ability and professional experience of faculty, service by administrative staff and advisors, access to classes and the number of electives. Regardless of the factual accuracy of these beliefs it is important to take these issues of perception seriously and seek to address the factual and perceptual causes of such opinions.

- Large class sizes; foundation & core
- Location; few connections to business
- Negative student perceptions of faculty; professional experience/teaching ability
- Negative student perceptions of administrative service levels
- Poor access to classes
- Too few electives; undergraduate and graduate

Infrastructure

CBE infrastructure is in need of upgrading and integration to provide for single-point data entry for alumni and prospective student contact info. The existing information systems result in information

silos and fragmented communication. The inadequate space in the College will be temporarily solved when the ground floor becomes available in the Fall of 2009 but is likely to resurface as the College grows.

- Technology; proliferation of databases, lack of integration
- Inadequate office/computer lab space

Limited Resources

The nearly 15% reduction in State Funding since 2002 and relatively small endowment put the College in a challenging position with respect to dealing with the other resource issues of faculty compensation, availability of qualified faculty, staffing needs etc. It is symptomatic of the larger problem that while the College has added faculty in every department and in some cases the number of students in each department has doubled, no new staff members have been added to these departments as they have grown. Graduate programs have not received the support necessary to reach their potential, in the form of dedicated space within the College, financial resources or providing an adequate number of graduate level electives. Finally, the limited resources affect the College's ability to offer innovative niche programs, as well as service courses and minors accessible to all WWU students

The proposed 2009-2011 budget cut is one of the most severe in recent memory and will impact the College in a variety of ways. The Operating Budget for the College is approximately \$6,800,000 thus a 5 percent reduction would result in a reduction of roughly \$340,000 from 2008 levels.

- Small endowment
- Faculty compensation ~ 15% below market
- Poor support for Graduate Programs
- Not enough full-time faculty
- Research support
- Administration understaffed
- Proposed operating budget cuts proposed for 2009-2011 biennium

Opportunities

Students

The composition of the undergraduate student market presents an opportunity for the College to gain a greater share of the highest quality students at Western. With two-thirds of students undecided as to a major the College can attract more high quality students by communicating to these undecided majors how a business major benefits them. The changing demographics will lead to an increasing pool of diverse students from demographic segments that historically have not had high percentages attending college. This means more first-generation students will be in the student body. Such students typically choose majors such as business that have practical application. We therefore have an opportunity to attract the best of this group to the College, increasing its diversity while simultaneously maintaining and perhaps increasing the quality of the overall student body.

- 2/3rd of incoming freshmen undecided about a major

- Increasing pool of diverse students

Graduate Enrollment

Graduate student enrollments (MBA & MPACC) are up to 50 percent under capacity and represent the main opportunity to add Student Credit Hours (SCH) without increasing classroom resources, thus increasing revenue without increasing costs. Increasing graduate student enrollments opens up the opportunity for additional faculty lines.

- Graduate student enrollments are under capacity
- Opportunities for increased resources if Graduate enrollments reach target levels

Degrees/Programs

There are multiple opportunities to develop cutting edge niche programs that meet needs in the marketplace. Numerous opportunities exist for departments to collaborate with other departments inside and outside of the College or to include classes from other disciplines. Areas of opportunity include, but are not limited to socially responsible programs, high demand programs in technology and programs in medical and hospital management. Each of these program opportunities is in a high demand area, though not all would meet the technical definition set by the state.

- There is an unusual amount of interest in socially responsible issues in and around Western that make the CBE a logical location for programs/degrees focusing on aspects of corporate social responsibility. Bellingham and Western are known across the region as areas where social responsibility is important and those interested in these areas of study are attracted to Western for these reasons. President Shepard has on numerous occasions pointed to the need for a degree that investigates the nexus of business and the environment. This political and leadership support for a degree focusing on sustainability, environmental business or social entrepreneurship is an important opportunity for the College to seize while the iron is hot.
- Washington State is a hotbed of technology companies thus technology programs are always in high demand. Three facts make a Hospital Management Program an opportunity to be considered; (1) Proximity of Western to St. Joseph's Hospital, of the multiple-location Peace Health Hospital network, (2) The medical industry is booming and is likely to continue to in the face of the long-term aging of the population and (3) No other program exists in the state of Washington to serve the needs of the growing medical field for qualified professional managers.

Collaborative and joint degree programs between CBE and various other colleges are opportunities to use existing resources to serve more students by filling excess seats in classrooms in multiple programs at one time. Programs which make their classes available to students from partner programs can leverage underutilized resources more fully allowing the joint programs to collectively serve more students than either could do independently. Filling the excess capacity through the collaborative efforts of is an excellent method to increase tuition revenue in a negative budget environment.

Opportunities exist for graduate programs in particular away from the Bellingham campus. WWU's increased presence in Everett creates an opportunity for the MBA program in a region potentially

underserved by higher education in general and graduate business education in particular. Also in Everett is an opportunity for collaborative programs with Huxley College of the Environment.

- Joint degree programs
- Cross-campus collaborative programs
- Demand for socially responsible curriculum
- Presidential support for Environmental Business degree
- High-demand programs (technology product management)
- Medical Management Program

Collaboration

Collaboration covers the broad areas of alumni, corporate and public/private partnerships to create benefits for both the College and its partners. These partnerships can take a variety of forms including but not limited to research opportunities, placement assistance, internships, advisory board participation, guest speakers, virtual mentors, or financial support.

- Public/Private partnerships; HEC Board support for research centers
- CBE/Alumni partnerships; gifts, internships, participation, support

Development

The College is maturing in terms of the age of its alumni. Many of the early CBE graduates are entering their peak earning years. Relationships have been built with many of these alumni, but opportunities to further cement these relationships and develop further relationships abound. As the University prepares to begin the silent phase of a capital campaign, CBE is well positioned to attain development goals such as endowments for teaching and research fellowships as well as supplemental funds at the College, program, and departmental levels.

Threats

Resource Constraints

Resource constraints are obvious and omnipresent within the CBE. While prudent financial management has led to budget surpluses in recent years there are still deficits in faculty salaries and understaffed administration departments. As state funding increases with enrollment there is no way to increase revenue without securing outside funding.

The proposed 2009-2011 budget calls for substantive cuts across all budgets within the University. This budget cut is one of the most severe in recent memory and will impact the College in a variety of ways. The Operating Budget for the College is approximately \$6,800,000 thus a 5 percent reduction would result in a reduction of roughly \$340,000 from 2008 levels.

- State funding increases with enrollment
- Stagnant operating budgets over recent years
- Proposed operating budget cuts proposed for 2009-2011 biennium

Competition

Competition is an obvious threat that the College must be increasingly aware of. This is especially the case in areas of degree offerings where if other Universities develop degree offerings first, such as in the areas of social responsibility, technology product management or hospital management, or do a better job of delivering the degree then opportunities will be lost. If a Snohomish County campus is operated by a university other than WWU (for example, the University of Washington), it could siphon off resources from the rest of the Higher Education system, including Western. Of course the competition for the best quality students is always an issue which an additional branch campus could complicate. The competition for faculty is always fierce and is likely to continue in the face of an ever widening pay gap. The competition for philanthropic support is keen as well with more and more good and noble causes vying for the attention of supporters.

- Superior brands of other Universities (UW)
- Superior distinctive degree offerings of other Universities
- Superior degree offering of other colleges within Western
- Snohomish County Campus; resources and students
- For faculty; attracting quality faculty
- For philanthropic support; < 5% of alums giving is to WWU
- For students: other Business Schools, other colleges within WWU

Socioeconomics

The economy looks to be in a recession of some duration. The implications of this are yet to be fully understood. The State of Washington has a projected \$8 billion-plus revenue shortfall with a substantive yet underdetermined reduction in state funding for Higher Education. A 5 percent cut to the College's operating budget would amount to about \$340,000.

The coming demographic changes may lead to a change in the composition of students and the possible reduction in academic credentials of incoming students to CBE. Cost of living is an area that has not been an issue in prior eras. However, since the real estate boom began in 2002, housing in particular has become difficult to afford with prices rising dramatically since 2002. Median housing prices are approaching \$300,000, out of the reach of the salary of even new tenure-track professors not considering staff.

- Economy; recession will likely lead to reduced state funding
- Demographic changes could lead to reduced quality of incoming students
- Cost of Living in Bellingham

Political

Political considerations are a constant threat in a changing environment yet there is little control the College has over these threats. Legislative actions which reduce funding or otherwise constrain the ability of the College to achieve its mission. A potential move to the waterfront could affect the future of the college if it is asked to move off campus. The essence of the College is as a residential college and a move off campus could destroy that essence. The unionization of the faculty could result in numerous

political complications for the College. The AACSB Accreditation process has been controversial in the past with bruised feelings on many sides. The changing requirements of accreditation could be cause for concern in the future as well.

- Legislative action
- Move to waterfront
- Unionization
- AACSB Requirements

Developing a Competitive Advantage: An Analysis of the SWOT Matrix

To develop a competitive advantage the preceding strengths, weaknesses, opportunities and threats must be analyzed with the purpose of matching strengths with opportunities, minimizing weaknesses or converting them into strengths and minimizing threats and converting them into opportunities. Absent this effort, a SWOT analysis is only a list of unconnected ideas. Below is one statement of the College's competitive advantage.

The baseline competitive advantage of the College of Business and Economics is its commitment to providing each student with a unique and valuable experience that is based on a high degree of faculty-student interaction, a commitment to teaching, a high-quality education, personal attention and treating students as if they are people not just numbers. As one faculty member articulated, "It's not just about providing a high-quality education, which we do, but a lifetime commitment to our students' success". In these ways the College provides a very different experience than other business schools in the Pacific Northwest.

FORM A

PROPOSED 2009-2011 REDUCTIONS

Planning Unit:

COLLEGE OF BUSINESS AND ECONOMICS 3.8% Reduction Scenario

LINE 5 State Operating Budget -- Reduction Goal: \$ 258,544 \$ 258,544 Reduction Goal to be established by Division Vice President

Item #	DESCRIPTION	Reduction Amount		FTE Reduction		Position Type	Fund-Org-Program Code	CONSEQUENCES Relationship to Unit's long term vision? University's? Will reduction be covered by other funding sources so that service continues?
		2009-10	2010-11	2009-10	2010-11			
1	Eliminate a pooled Graduate Research Assistant position--requires 22% benefit cut, line 6	13,053	13,053	0.370	0.370	Student	10200-4010-011ZAC	This lessens our ability to offer graduate assistantships, which reduces the attractiveness of our MBA program to potential applicants. We will cover this through the use of reserve funds.
2	Eliminate a .75 FTE pooled instructor position--requires 22% benefit cut, line 6	41,162	41,162	0.750	0.750	Faculty	10200-4010-011ZAB	This restricts our flexibility in staffing sections with limited-term faculty, reducing our ability to better serve our students. We will cover this through the use of reserve funds.
3	Eliminate a 1.0 FTE faculty position in Accounting	83,228	83,228	1.000	1.000	Faculty	10200-4020-011ACC	This restricts our ability to support growth in the Accounting major and in the Master of Professional Accounting program, both areas of strong demand and external support. We will cover necessary sections with limited-term faculty.
4	Reduce Operating Budgets of reporting units	85,870	85,870	-	-		10200-40xx-0xxxxx	This restricts our ability to fund such items as travel, equipment purchases, and other normal operating expenses. We will cover this through reductions of expenditures and the use of reserve funds.
Corresponding Benefits from Pooled Benefits								
6	Benefits corresponding to reducing a pooled position to be deducted from the pooled benefits budget at 22%**	11,927	11,927					
7	Benefits corresponding to permanently budgeted full-time positions (50% or greater) that are eliminated to be deducted from the pooled benefits budget at 28%**	23,304	23,304					
8	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.	-	-					
TOTAL		258,544	258,544	2.120	2.120			
Balance (Over)/Under Reduction Goal (Line 5)		(0)	(0)					

*If eliminating a part-time position that is currently below .50 FTE, then a 16% benefits cut is required, line 6.

**Note: Please contact Diana Cline xt 4762 at UPB for instructions on benefits associated with the elimination of temporary positions.

FORM A

PROPOSED 2009-2011 REDUCTIONS

Planning Unit:

COLLEGE OF BUSINESS AND ECONOMICS 5.0% Reduction Scenario

LINE 5 State Operating Budget -- Reduction Goal: \$ 340,190 2009-10 \$ 340,190 2010-11 Reduction Goal to be established by Division Vice President

Item #	DESCRIPTION	Reduction Amount		FTE Reduction		Position Type	Fund-Org-Program Code	CONSEQUENCES Relationship to Unit's long term vision? University's? Will reduction be covered by other funding sources so that service continues?
		2009-10	2010-11	2009-10	2010-11			
1	Eliminate a pooled Graduate Research Assistant position--requires 22% benefit cut, line 6	13,053	13,053	0.370	0.370	Student	10200-4010-011ZAC	This lessens our ability to offer graduate assistantships, which reduces the attractiveness of our MBA program to potential applicants. We will cover this through the use of reserve funds.
2	Eliminate a .75 FTE pooled instructor position--requires 22% benefit cut, line 6	41,162	41,162	0.750	0.750	Faculty	10200-4010-011ZAB	This restricts our flexibility in staffing sections with limited-term faculty, reducing our ability to better serve our students. We will cover this through the use of reserve funds.
3	Eliminate a 1.0 FTE faculty position in Accounting	83,228	83,228	1.000	1.000	Faculty	10200-4020-011ACC	This restricts our ability to support growth in the Accounting major and in the Master of Professional Accounting program, both areas of strong demand and external support. We will cover necessary sections with limited-term faculty.
4	eliminate a 1.0 FTE faculty position in Marketing	83,222	83,222	1.000	1.000	Faculty	10200-4062-011FMK	This reduces our ability to serve a growing concentration in the Business Administration major as well as to service other concentrations. We will cover necessary sections with limited-term faculty.
5	Reduce Operating Budgets of reporting units	60,992	60,992	-	-		10200-40xx-0xxxxx	This restricts our ability to fund such items as travel, equipment purchases, and other normal operating expenses. We will cover this through reductions of expenditures and the use of reserve funds.
6	Corresponding Benefits from Pooled Benefits							
7	Benefits corresponding to reducing a pooled position to be deducted from the pooled benefits budget at 22%**	11,927	11,927					
8	Benefits corresponding to permanently budgeted full-time positions (50% or greater) that are eliminated to be deducted from the pooled benefits budget at 28%**	46,606	46,606					
9	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.	-	-					
TOTAL		340,190	340,190	3.120	3.120			
Balance (Over)/Under Reduction Goal (Line 5)		(0)	(0)					

*If eliminating a part-time position that is currently below .50 FTE, then a 16% benefits cut is required, line 6.

**Note: Please contact Diana Cline xt 4762 at UPB for instructions on benefits associated with the elimination of temporary positions.

FORM B

**OPPORTUNITIES or NECESSITY FOR
NEW INVESTMENT**

Planning Unit:

COLLEGE OF BUSINESS AND ECONOMICS

STATE OPERATING BUDGET (State Appropriations & Tuition)

Item #	DESCRIPTION	Amount		New FTE		Position Type	Fund-Org-Program Code	IMPACT Relationship to Unit's long term vision? University's?
		2009-10	2010-11	2009-10	2010-11			
1	Purchase furniture and equipment for ground floor of Parks Hall	200,000						Some purchases will be necessary to allow full utilization of the renovated ground floor. Included are purchases of computer, mediation equipment, and furniture for the computer classroom and other classrooms, and furniture for offices and the advising/outreach center planned for the floor.
2	Add back the tenure-track position in Marketing (if 5.0% scenario is realized)		90,000		1.000	Faculty		Getting this position back would allow us to continue to allow growth in the Marketing concentration, a popular and growing concentration in the Business Administration major, as well as offer courses such as entrepreneurial marketing that will add to a future entrepreneurship minor.
3	Add a tenure-track position in Finance	-	95,000	-	1.000	Faculty		This position would allow the flexibility to teach multiple sections of basic personal financial literacy GUR courses available to all WWU students.
4	Fund the Academy for Success in Business for 25 students per class	61,250	89,375					This program is designed to both help minority, low-income high school students to gain financial literacy but also to attract them to college. It is particularly important given the demographics of the state, but in the current economic climate outside funding is difficult and College funding is impossible. This would link very well to a version of the Phuture Phoenix program should that be instituted here. The Summer 2009 program would involve 2 classes, and the Summer 2010 program would involve 3 classes.
5	Add positions in Economics, Finance, and Accounting to support the Financial Economics major	-	350,000	-	4.000	Faculty		This is a growing major with strong demand that has placed stress on several departments in the College; lack of support will cause us to restrict access to the major.
6	Add a tenure-track position in Entrepreneurship	-	90,000	1.000	1.000	Faculty		This would allow for the introduction of a campus-wide program in entrepreneurship to better support students across the university as well as the NCTID initiative.
7	Add 1.0 classified staff position in advising/outreach	40,000	40,000	1.000	1.000	Classified		This allows for more centralized advising to students early in the program or considering it, as well as allowing more consistent College-level contacts with employers and revision of responsibilities in other areas.
8	Convert current pooled .5 FTE professional staff position to 1.0	27,439	27,439	0.500	0.500	Professional	10200-4010-011ZAC	This allows our MBA program to continue to be supported, and also allows for marketing initiatives across the College to be supported.
9	Create a .5 FTE position for an application developer/webmaster	30,000	30,000	0.500	0.500	Classified		The College uses several applications and plans a more extensive Web presence. Currently faculty volunteers do much of this work; a separate staff position would use faculty time better and provide a single point for such work.
10	Convert .5 FTE staff support for Center for International Business and Distinguished Professors to state support	20,000	20,000	1.000	1.000	Classified		This would stabilize the funding source for this important position, which currently is funded through endowment income.
Corresponding Benefits for all New Positions (to be paid into Pooled Benefits)								
11	Benefits corresponding to adding a part-time positions (less than 50%) at 16%							

FORM B

**OPPORTUNITIES or NECESSITY FOR
NEW INVESTMENT**

Planning Unit:

COLLEGE OF BUSINESS AND ECONOMICS

STATE OPERATING BUDGET (State Appropriations & Tuition)

Item #	DESCRIPTION	Amount		New FTE		Position Type	Fund-Org-Program Code	Relationship to Unit's long term vision? University's?	IMPACT
		2009-10	2010-11	2009-10	2010-11				
12	Benefits corresponding to adding a full-time position (50% or greater) at 29%.	34,057	215,307						
13	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.								
TOTAL		412,746	1,047,121	4.000	10.000				

Note: Please include benefit amounts when calculating the cost of new positions as indicated above. If you have questions on this calculation, please call Diana Cline, Associate Budget Director Xt. 4762

FORM C

REALLOCATION OF EXISTING RESOURCES

Planning Unit:

COLLEGE OF BUSINESS AND ECONOMICS

What action has your Planning Unit taken to eliminate an activity or program funded by the 2008-09 state operating budget in order to use those funds to support a priority activity or program?

This list is intended to demonstrate how Planning Unit base budgets are efficiently managed.

Item #	DESCRIPTION	Amount		FTE		Position Type	RATIONALE
		2009-10	2010-11	2009-10	2010-11		
1	Reallocate operating money from College budget to Center for International Business	5,000	5,000				The Center has been funded through donations which are no longer forthcoming.
2							
3							
4							
5							
TOTAL		5,000	5,000	-	-		

Note: Please consider benefit amounts when transferring resources. If you have questions on this, please call Diana Cline, Associate Budget Director Xt. 4762