

## **To the Campus Community**

Non-college units reporting to the Provost are as diverse as they are unique and essential. From Undergraduate Education to Scientific Technical Services, each unit plays a key role in the mission of the University.

Rather than trying to combine such diverse planning assumptions, each unit was invited to present their own documents. What follows will draw your attention to the principles, processes used, and the opportunities and threats facing each of them.

In regard to the Provost Office itself, the following planning assumptions were used:

- Retention of the current level of funding for the colleges will be maintained in the areas of faculty sick leave, new faculty start up, and previously made commitments;
- Reduction will be kept to a minimum in support of the colleges in the areas of instruction;
- Preservation of the teaching mission to the extent possible is essential; and
- Economies and efficiencies will be pursued first before decisions regarding limited term appointments are made.

**Dennis R. Murphy, Vice President for  
Academic Affairs and Provost**

## **Provost's Office/Other Programs**

- **VICE PROVOST FOR UNDERGRADUATE EDUCATION**
- **BORDER POLICY RESEARCH INSTITUTE**
- **CENTER FOR INTERNATIONAL STUDIES**
- **OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT,  
TESTING**
- **SCIENTIFIC TECHNICAL SERVICES**
- **SHANNON POINT MARINE CENTER**
- **SPACE ADMINISTRATION AND MANAGEMENT**

**VICE PROVOST FOR UNDERGRADUATE EDUCATION**

**TO:** Western Campus Community

**FROM:** Steven L. VanderStaay, Vice Provost for Undergraduate Education

**DATE:** March 3, 2009

**RE:** VPUE Budget Proposal

I write to share the principles, planning assumptions and long-range vision for my unit, and to briefly describe the bottom-up, transparent process I employed to develop my budget proposals.

### **Principles and Planning Assumptions**

The Office of the Vice Provost for Undergraduate Education employs a “managing by values” philosophy. In defining our values and guiding principles, we have been directed by the university’s “tripartite mission of teaching, scholarship and service in a student-centered environment.”

Principle 1. Whereas the Office of the VPUE provides leadership and support for the mission of teaching, and, whereas teaching remains the key mission of the university, VPUE leadership and instructional support must be maintained throughout the crisis. To these ends, our services must be sustained or expanded.

Principle 2. Whereas the university lacks sufficient funds to ensure a full schedule of classes for the next biennium, and whereas course availability is key to the institution’s capacity to fulfill its teaching mission, the Office of the VPUE must 1) return as many resources as possible to the Provost without violating Principle 1 and 2) provide release time for VPUE personnel to teach sections for the university.

Principle 3. Whereas the mission of the university and the services of the VPUE are more important than tradition or past practices, and whereas VPUE personnel may be released from some duties to teach, all VPUE personnel must be prepared to absorb additional tasks and responsibilities.

Principle 4. Whereas employees perform best when provided job security, the Office of the VPUE will work to ensure that programs and positions are sustained inasmuch as this can be achieved without violating Principles 3-4.

Principle 5. Where job reductions must occur, they will occur first with attrition and then, with 12-month positions.

### **Long-Range Vision**

The vision of the Office of the VPUE seeks to expand its leadership and instructional support services while reducing costs. This vision is to be achieved by the following steps:

- Access and coordinate existing and underutilized campus resources for the benefit of teachers and departments. Teachers and departments currently underutilize assessment data, for instance.
- Reposition instructional support services which have operated outside the college and department structure so that they are embedded in college and department structures. Most teaching resources and trainings have been delivered in external contexts and settings.
- Improve services by conducting needs assessments and by sharing authority for instructional programs with faculty.
- Reduce costs and heighten use of instructional support services by gradually moving from a staff-supported model to a faculty-supported model. In some cases—and with modest stipends or course releases—faculty could be supported in taking on responsibilities and programs currently run by staff. This would better situate the VPUE’s instructional support programs within the colleges and departments and reduce staff positions. Rotating faculty through such programs would lead to greater participation in, and ownership of, instructional support programs like the Center for Instructional Innovation. This step would be taken only for mature programs and would be carried out through attrition and not reductions.

### **Bottom-Up Transparent Process**

The Office of the VPUE constructed its cost-saving contingency plans after careful consideration of the principles and vision described above. In addition, the VPUE read all suggestions submitted to the budget forum by members of the Western community and sought the advice of management faculty here at Western. The research literature on strategic downsizing was also reviewed.

The Office of the VPUE conducted its bottom-up cost-saving process via a series of separate meetings with Directors of VPUE programs. Each Director discussed the scenarios with the VPUE. Each Director was asked to make cost-saving suggestions and to comment on the scenarios. The scenarios were revised in light of this feedback. Unfortunately, no new cost-saving measures were suggested by Directors. But, Directors each expressed a willingness to absorb additional duties and to continue without a part-time clerical support position. And, every Director qualified to teach did formally offer sections at no expense to the departments and within the terms and conditions established by the faculty contract. Three additional sections will be offered to students next fall in this way.

**VICE PROVOST FOR UNDERGRADUATE EDUCATION**  
**SCOT ANALYSIS**  
**STRENGTHS, CHALLENGES, OPPORTUNITIES, AND THREATS**  
**FEBRUARY 2009**

## STRENGTHS

*Internal strengths to build on:*

- VPUE office working in close partnerships on significant initiatives; all initiatives moving forward successfully:
  - Development of GUR assessment plan.
  - Response to accreditation recommendations 1-4.
  - Adoption of Voluntary System of Accountability (VSA).
  - Student affairs/academic affairs First-Year Planning Group.
  - Consideration of AACU's Liberal Education for America's Promise (LEAP) initiative.
  - Restructuring of VPUE programs to improve service and better coordinate resources.
  - Development of assessment-data summary for Deans and Chairs.
- VPUE relationship with Provost, Budget Director, Deans and ACC Chair very positive and effective.
- VPUE receives excellent support from Administrative Assistant and Provost's office.
- Experienced, qualified and motivated directors leading VPUE programs.
- Most VPUE program smaller and more efficient than comparable programs at Central or Eastern.
- The American Democracy Project successfully transitioning off Provost financial support.
- VPUE budget no longer dependent upon discretionary funding.
- Office of the VPUE has designated space in Old Main.
- Office of VPUE has improved communication with Deans and Chairs.
- Catalog and Curriculum on target for early registration and implementation of e-catalog.

- Fellowships office effectively communicates opportunities for distinguished fellowships to students; fellowships office improving coordination of faculty support and advising for distinguished graduates.
- The General Studies major has a new home with the CHSS and a new advisor.
- Faculty now initiating GUR improvement efforts through the CII.
- PRAXIS communicates teaching and learning resources to the campus community.
- FYE/FIG programs contribute to second best freshman retention rate in state.
- Center for Service Learning praised by faculty fellows and community organizations.
- Women Studies provides key CGM offerings for the GUR.
- Honors Program draws high achieving students to WWU and raises campus retention and 4-year graduation rate.
- Writing Support Services, and other VPUE programs, operating at near maximum capacity.
- Writing Center successfully serving students and providing extended hours of assistance.
- CII website of innovative teaching resources exemplary and frequently accessed.
- Western Reads has greatly expanded participation across campus.
- Teaching Learning Academy (TLA) effectively provides opportunities for dialogue and discussion about teaching and learning among students, faculty, staff and administrators.

## CHALLENGES/WEAKNESSES

*Internal challenges to attend to in the next biennium:*

- VPUE office, operating with a reduced staff (No special assistant, no first-year clerical support) now handling additional responsibilities. Office must become very efficient to ensure excellence in both leading and managing.
- VPUE office has had 100% staff turnover in the last year – new VPUE, new Admin Assistant. Steep learning curve for office. Key partnerships with new and continuing Deans, Vice Presidents and Chairs require time, energy and attention.
- Financial crisis and postponed transition to new Provost extends period of uncertainty for VPUE office. Interim status of office at odds with leadership responsibilities for

- Decentralized campus assessment model provides special challenges to VPUE in effort to meet accreditation demands for more systematic campus-wide assessment efforts.
- Transition to new assessment standards occurring over same period in which VPUE office must lead response to previous standards.
- Multiple initiatives and tasks of significance challenge the office to ensure excellence in each effort.
- VPUE programs requiring additional management efforts over a period in which VPUE has increased external responsibilities. VPUE unable to provide Directors with all the oversight and attention they request.
- Construction projects require multiple VPUE programs to move offices twice in single year while sustaining services.
- VPUE must manage programs over period in which directors and staff fear for their jobs.
- Catalog and Curriculum Coordinator challenged by new responsibilities for e-catalog, early registration; error-ridden course proposal forms slow curricular change process and require lengthy revision by catalog coordinator.
- Center for Service Learning unable to meet all faculty requests for assistance.
- Low attendance at some CII events reduces impact of professional development efforts.
- While VPUE cost reduction strategies have freed-up first-year monies, restrictions over use of those monies impedes VPUE efforts to use them to support “best-practice” first-year seminars.
- As a cost saving measure, First Year Program director duties may fall to VPUE office, providing additional responsibilities and risk of becoming over-extended.
- Efforts of Fellowship Office to secure distinguished fellowships for students impeded by lack of campus resources for internships.
- Installation of and pilot testing of the e-catalog sure to require steep learning curve and problem solving. Smooth transition to e-catalog impacted by the Early Registration project
- Address and resolve office space needs.

- Meet “learning curve” challenge required of directing multiple programs in distinct areas.

## OPPORTUNITIES

### *External opportunities to take advantage of:*

- Funding limitations cause us to find ways to work more efficiently and collaboratively.
- Strategic downsizing can result in a more streamlined core of coordinated programs and services.
- VSA and LEAP initiatives provide impetus and leverage for creating more systematic, campus wide assessment efforts.
- VPUE office positioned to participate in new leadership efforts of Provost, President, and the Vice Presidents.
- Expanded interest in Honors Program may result in substantial increase in non-resident tuition.
- Budget reductions may expand faculty participation and leadership in VPUE programs.

## THREATS

### *External threats to attend to:*

- Funding limitations and uncertainty threaten viability of VPUE programs.
- Changes in NWCCU Accreditation standards threaten to increase workload of VPUE office and to complicate current assessment efforts.
- Provost search not completed; expediency of current reform and restructuring initiatives threatened by need to wait for the new Provost’s guidance.
- Program Directors and staff overwhelmed by responsibilities of tasks amidst continued uncertainty regarding budget cuts.
- Financial crisis and funding uncertainty threaten capacity of office to maintain services while “leading by example” to reduce costs.
- Retention and graduation rates improvement efforts threatened by scheduling challenges of financial crisis.
- Faculty fears regarding budget and workload threaten support for assessment initiatives.

**BORDER POLICY RESEARCH INSTITUTE**

A Letter to the WWU Campus Community  
from the Border Policy Research Institute  
Regarding Budget Issues  
March 3, 2009

In response to directions received from the Provost, the Border Policy Research Institute (BPRI) provides the following information:

Background

The BPRI is a research institute that is organizationally located within the category of “Provost – Other Programs.” It is unique in that it is the sole research institute of its kind on the northern border. The BPRI first received state operating funds on July 1, 2007, when the legislature provided recurring support in the amount of \$250,000 per state fiscal year. The BPRI has a permanent staff of 1.42 FTE, consisting of the director and the associate director. After accounting for salaries and benefits of permanent staff, the BPRI has an annual operating budget amounting to \$130,669. The BPRI also solicits external funding, primarily from agencies of the Canadian and U.S. federal governments (a total of about \$1,055,000 since 2005). The BPRI uses its funds to conduct policy research related to the Canada-U.S. border and to disseminate the research findings. Funds are used to:

- provide funding for WWU faculty (and selected other faculty at other Washington state institutions) engaged in competitively-selected research projects. Competition is weighted in favor of projects with strong policy relevance to Washington state.
- provide ancillary support for faculty projects, including student assistants, supplies, and travel
- hire student (undergraduate and graduate) research assistants to conduct policy research under the direction of the director and the associate director
- undertake major institute-designed research projects (e.g., an intercept survey of 15,000 drivers at the border, employing a total of 23 students)
- disseminate research findings (publications, travel to conferences to present findings, host conferences)
- sponsor an on-campus lecture series
- engage prominent Visiting Fellows on a “target of opportunity” basis; fellows reside at WWU for one or two quarters and complete a policy-oriented research project while in residence
- provide financial support to Thesis Fellows, who are graduate students engaged in thesis research within the BPRI’s policy arena
- garner advice from an External Advisory Board

BPRI Principles and Planning Assumptions

In its briefest form, Western’s mission is summarized on the President’s website as “teaching, scholarship, and community service in a student-oriented environment...” At the time of the BPRI’s creation, the legislature’s mandate was to develop a *policy research capability*, rather than to offer new instructional content. We therefore have adopted as fundamental principle that the ***BPRI’s primary mission relates to the development of public policy***. This mission best

supports the latter two components of the quotation identified above—i.e., scholarship and community service. Referring again to the President’s website, our primary mission best fits with the affirmation that:

*Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.*

The BPRI has built a framework in which scholars undertake policy research of contemporary significance, and the resulting products are disseminated to policy-makers at the regional, national, and global levels. We have achieved great prominence in our four years of existence, with our products showcased at policy outlets such as the Woodrow Wilson Center for International Scholars, the Brookings Institute, and the Canada-U.S. Transportation Border Working Group (an outgrowth of the tri-lateral “Security and Prosperity Partnership of North America”). Within Western’s umbrella SCOT analysis, the BPRI is recognized as an institutional strength.

The President’s website also affirms that:

*Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.*

In keeping with that statement and with the first component of the introductory quote—teaching—the BPRI engages research assistants (both graduate and undergraduate) within the process of policy research. We provide a “real-world” experience in which students are able to see the products of their efforts disseminated at important policy forums. Students are co-authors of articles, participants at conferences, and co-presenters of lectures. We work directly with a relatively small number of students (46 total thus far), but the students have the satisfaction of seeing their efforts go forth into the regional, national, and global communities. We therefore assert that the ***BPRI’s secondary mission is student education by way of involvement in policy research.***

Based upon this conception of a two-tiered mission, we established the following principle when weighing matters related to budget cuts: *preserve our ability to conduct significant and relevant policy research and to put that research into the hands of policy-makers.* Some corollaries follow from that guiding principle:

1. Prioritize research-related activities over other activities (such as lectures, e.g.)
2. Prioritize meritorious faculty research ahead of in-house and student (thesis) research
3. Prioritize in-house research ahead of student research
4. Assure effective dissemination of research, reflecting priorities (2) and (3) above

### Budget Process Used by the BPRI

The BPRI is a very small organization, so it was not necessary to develop a bottom-up process for solicitation of input from employees. The Associate Director prepared budget scenarios and other materials, and the draft products were then “bumped upstairs” for discussion with the Director. With growing knowledge of the severity of the budget crisis, the BPRI did solicit

advice from its External Advisory Board in a meeting that took place on December 19, 2009. Advice was sought primarily with respect to aspects of the SCOT analysis – i.e., what aspects of the BPRI’s mission and methods were most deserving of preservation and enhancement.

### BPRI Response to Community Suggestions

Within the list of budget suggestions submitted by community members, the following suggestions are of some relevance to the BPRI and are therefore addressed:

1. “Eliminate non-teaching centers, especially those that cater to fads.” The BPRI is a non-teaching center. We believe that this comment fails to acknowledge the importance of the university’s role in the advancement of knowledge. WWU does not exist solely to teach students in the traditional in-class format, as is evident from the earlier discussion regarding the university’s self-identified mission. The BPRI’s role in the development of faculty and student scholarly research is important and worthy of preservation.
2. A variety of suggestions related to reduction of ancillary operating costs (e.g., use of remanufactured toner cartridges, elimination of idle phone lines, cessation of cell phone use, greater reliance upon electronic products in lieu of paper). These comments were appreciated and the BPRI has adopted several measures.
3. A variety of suggestions related to reduction of mission-vital operating costs (e.g., limitation of travel, reduction in student employment, reduction of funding for research). These suggestions were weighed relative to the prioritized principles listed above, and some suggestions are represented within our reduction scenarios. For example, we propose to reduce support for student research (i.e., Thesis Fellowships) and for student employment as research assistants. We also propose reductions in travel. Only in the most drastic scenario do we propose reduction in funding for faculty research.
4. A variety of suggestions related to staffing level and compensation (e.g., involuntary unpaid leave, reduced FTE, reduced salaries, campus closure during winter break). Although no such measures are proposed in our FY09-11 scenarios, we do not rule them out. Within our policy arena, for instance, the period from December 15 through January 2 is one of relatively low activity. A closure of the campus during that period would not greatly interfere with our ability to fulfill our mission. Such an approach is more viable for us than one involving staffing reduction that is persistent throughout the year. We already operate with minimal staffing, and reduced hours week-in and week-out would inevitably lead to reduced service delivery.

### Strengths

- Personnel – the competence and reputations of our faculty and staff
- Clear and narrow institutional purpose and focus
- Proximity to the border, and a perception by agencies of our regional crossings as being good locations for pilot projects
- Long and successful history of Canadian Studies at WWU – contacts, institutional knowledge, faculty network
- Existence of significant local border organizations, such as IMTC and PNWER – strong collaborations with those organizations
- Stable baseline funding from the state
- Steady output of publications/briefings and professional expertise to media and governments
- Established reputation within policy community, as evidenced by invitations/approaches

### Challenges

- Limited faculty availability to undertake border research (relatively small number of faculty engaged in border research, and predominant emphasis on “faculty-in-the-classroom” at WWU)
- Gaps in skill set of staff (web authoring, graphic design, communications)
- Small pool of graduate students
- Lack of tuition waiver for graduate RAs
- Not enough awareness of the BPRI in Olympia. We are better-known at the national and international (Canada) levels.

### Opportunities

- Overtures/invitations from U.S. Dept of Commerce, Canadian Consulate, Bordernet (Canadian Dept of Foreign Affairs and International Trade), PNWER, B.C. agencies
- Consortia and other university linkages in Canada and the U.S.
- Other financial support as yet untapped (non-profit, private)
- Greater promotion of ourselves to the policy world, particularly in Olympia
- Invigoration of BPRI and WWU emanating from Visiting Fellows
- Growing national and international interest in border issues

### Threats

- Departure of key staff
- Reduced faculty availability for research during the budget crisis – faculty needed in the classroom
- Re-thinking of WWU’s primary mission as that of a regional university with reduced emphasis on research

**CENTER FOR INTERNATIONAL STUDIES**

February 2009

Members of the Campus Community:

The Center for International Studies and its associated units have conducted a careful planning and budget review of its activities. It has attempted to consider both its current and projected needs and resources.

This effort has been undertaken in a bottom-up, transparent manner in which all affected groups have had a chance to submit their views and engage in the appropriate deliberations.

The attached SCOT analysis represents one effort to assess the requirements for an enhanced international profile at Western. The submitted budget spreadsheets summarizing possible program cuts was an effort to respond squarely to the current budget dilemma facing all of us.

Should you require any additional information or details please feel free to contact me.

Sincerely yours,

Douglas C. Nord  
Executive Director  
Center for International Studies



### **A Brief Overview of the Center for International Studies at WWU:**

The Center for International Studies at Western Washington University is a critical part of the University's mission to provide a quality education to Washington students. Overseeing all international programs and activities at WWU, the Center supports a wide variety of international activities ranging from students studying abroad, to faculty working to design new international curriculum, to the sponsorship of lecture series on global issues of concern to the campus and regional community. The Center also assists the international community at WWU and seeks to respond to the needs of both American and international students, faculty and staff on campus and abroad.

Western students have the opportunity to earn a Minor in International Studies through the work of the Center and its associated faculty. Since the introduction of this program nearly a decade ago, more than two dozen students annually choose to pursue their studies in this area. Several hundred additional students take part in the courses offered under its rubric.

The Center assists Western faculty in developing new international courses as well as assisting them in designing new study abroad offerings. To this end, the Center administers a quarterly International Seed Grant competition, where a committee of peers reviews applications from Western faculty and awards up to two \$1,500 international curriculum development grants per quarter.

Study abroad opportunities for Western students are available through the Office of International Programs and Exchanges, a part of the Center for International Studies. The Center for International Studies sends approximately 470 students abroad every year. Spain, Italy, Japan, Argentina and France are the top destination countries. The most popular fields of study for WWU students going abroad are the Social Sciences, Humanities, Foreign Language and Business. Through the Center for International Studies, Western students have the opportunity to study abroad in over 70 countries. The Center supports those programs that give students a chance to broaden their global perspectives, gain foreign language proficiency, engage in service learning and volunteer opportunities, and acquire global citizenship skills.

The Center organizes and promotes activities for Western's international students. It provides a variety of opportunities for international students to meet and interact with American students and faculty. It works with the Office of Admissions to promote international student recruitment and enrollment. Thanks to these efforts, Western hosts a total of 315 international students from over 40 countries—141 of whom are matriculating students, and 174 are non-matriculating students enrolled in English as a

Second Language and cultural immersion programs. International students at Western and other institutions of higher learning in the State of Washington collectively contribute \$327 million to the state economy through their spending on tuition, books and supplies, housing and other living expenses.

The Center for International Studies helps promote a variety of cultural and international educational activities and programs for the entire campus community. These include those associated with Canada Week, Japan Week, the China Celebrations and International Education Week. The Center also hosts a variety of presentations and seminars on current international education issues.

Lectures on international topics are presented on a weekly basis each academic quarter by the Center for International Studies. Publicized in the Bellingham Herald and other local media, these well-attended lectures by WWU and visiting faculty are open to the public and cover a broad range of information. Recent topics have included the rise of Chambers of Commerce in China, Trans-Pacific Trade, and innovative farming practices in the Yucatan region of Mexico.

The Center hosts a weekly Global Gatherings series providing an opportunity for international students and American students to interact and discuss timely international topics.

The Global Citizen Distinguished Scholar Program was inaugurated by the Center in 2008 in conjunction with WWU's Office of Admissions. This initiative has placed approximately 30 high-achieving freshman students identified by Admissions as having a particular interest in international issues in a program designed by the Center that connects them to international courses, activities, and events on campus throughout the academic year.

The Center fosters collaboration and partnership with a wide variety of governmental and civic organizations, including Bellingham Sister Cities, Rotary Club, Slum Doctor Programme, Bellingham School District, and Whatcom Community College.

In addition to the various endeavors outlined above, Western's Center for International Studies coordinates and oversees the activities of the various international units on the WWU campus-- acting as the "organizational umbrella" for the Office of International Programs and Exchanges, the Center for Canadian-American Studies, the Center for East Asian Studies, the Asia University America Program, the Intensive English Program and the Korea University Program.

The Center also actively seeks to secure external funding for these and other international programs at WWU. To this end, the Center is presently making an application the United States Department of Education's Title VI-A Grant program for international education to be submitted in 2009.

## INTERNAL ASSESSMENT—STRENGTHS

- Western, each year, sends a considerable number of its students abroad to study and conduct research. This allows Western students to participate in the broader global community and to learn from it and make a contribution to it. They return from this experience with a heightened awareness of the international challenges and opportunities that lay in front of them and the need to further develop their abilities and skills in order to respond to them.
- The International Programs and Exchange Office (IPE) provides timely information and useful updates for Western students interested in studying abroad and helpful peer-advising services that assist these students in choosing among various options.
- WWU is ranked among the top medium-sized colleges and universities in the United States with alumni serving as Peace Corps volunteers.
- Western provides an opportunity for international students to secure their degree, enhance their English-language skills abilities and to become more familiar with the history and culture of the United States and the Pacific Northwest. The Intensive English Program (IPE) is a model of an effective ESL programs within our region. The Asia University (AUAP) and Korea University (KU) Programs promote diversity and intercultural communication on campus and serve as important links between students on both sides of the Pacific.
- The faculty of WWU has significant experience in teaching and conducting research abroad and regularly participates in international conferences and symposia.
- Western is home to two regional studies centers—the Center for Canadian-American Studies and the Center for East Asian Studies—which serve as hubs for collaborative and interdisciplinary teaching and research on these important regions of the world. The Center for Canadian-American Studies is one of only two U.S. Department of Education-designated National Resource Centers in the country.
- Western is home to the *American Review of Canadian Studies*—the leading journal in the field—and the East-Asian Studies Press. It also is affiliated with the American Center for Mongolian Studies.
- The Center for International Studies (CIS) performs an effective coordinating role in highlighting and promoting Western’s various international initiatives and works with the individual departments, colleges and community groups to facilitate campus-wide international lecture series and programming. It performs an essential function in serving as the catalyst for the internationalization of the campus.

## INTERNAL ASSESSMENT—CHALLENGES

- Like other aspects of WWU identity, Western's international profile needs additional exposure and more effective promotion here and abroad.
- We need to move forward to internationalize the campus and its curriculum building on areas existing strength (Canadian-American Studies and East Asian Studies) and incorporating additional offerings that reflect current global issues and needs.
- Western students need to be challenged to expand their awareness and understanding of the global community and develop their analytical and language abilities so as to become effective participants in it.
- An increasing proportion of the WWU students and faculty should be studying, learning and teaching abroad. A broadened menu of options needs to be provided to them which will incorporate discipline-based programs, short-term programs and more cost-effective options.
- WWU must provide additional opportunities for faculty to develop international and comparative courses that may be offered on campus or abroad.
- Western must establish more effective international partnerships with institutions abroad to facilitate cooperative teaching and research projects.
- In order to facilitate greater international awareness on campus and promote diversity, WWU needs to develop a comprehensive international recruitment and admissions strategy. It should be focused on securing both matriculating students and non-matriculating students with educational needs that Western is well-positioned to provide.
- Western needs to promote greater interaction and dialogue between its international and American students and faculty.
- As mentioned in the most recent accreditation report, Western needs to provide enhanced student services and support for its international student population.

## EXTERNAL ASSESSMENT—OPPORTUNITES

- Increasing numbers of first-year students are expressing an interest in furthering their international education and participating in study abroad and internship programs. These new students bring with them improved foreign language skills and greater awareness of the world than their predecessors. Strong demand for enhanced international offerings are in evidence.

- Growing numbers of new faculty indicate an interest in offering study abroad courses and conducting research in the broader international community. They express a fervent interest in taking an active part in a global community of teaching, learning and scholarship.
- There is a growing level support at the national and state-wide level to promote efforts at internationalizing the campus. Specific programs include the U.S. Department of Education's Title VI-A Undergraduate International Studies Program; the Fulbright Programs and the Study Washington Program
- New opportunities exist for forging multidimensional international partnerships that will allow Western to exchange students and faculty with foreign universities and to engage in collaborative learning, teaching and research
- Additional numbers of international students are looking for opportunities to secure their undergraduate education at quality institutions like Western. This is particularly true for students in Asia-Pacific and Latin American countries. These international regions are also looking for chances to participate in well-designed ESL and cultural immersion programs. Students from Europe and Canada are looking to participate in professional programs in Business and Environmental Studies.

#### EXTERNAL ASSESSMENT--THREATS

- There is an urgent need for Western to provide education that incorporates additional international and comparative perspectives and is responsive to pressing global issues and concerns. The HECB of Washington among others has pointed to the need to prepare our students more effectively for the global challenges that await them in the 21<sup>st</sup> century. If we do not educate Washington students to take an active role in the global community we are limiting both their present and future opportunities.
- Failure to respond to growing student and faculty demand for international programs and offerings also risks losing high quality applicants in both areas.
- We are also not the only institution in the region that is looking to recruit and admit new international students. Our efforts in this area should be focused on recruiting new international students to targeted programs where we have a comparative advantage and a quality program to offer.
- The serious budget problems presently faced by Washington sets some constraints on what can be done in broadening Western's international activities and profile. Lack of new state funding, however, should not operate as a barrier to effective planning in this critical area. Targeted investment of some new resources will be required in addition to what external funding can be secured.

**OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, TESTING**

# Western Washington University

## Office of Institutional Assessment, Research and Testing

### Office-Level Process for 2009-11 Budget Reduction

#### Introduction

*The following report provides a unit-level process for proposing 2009-11 budget reductions within the framework of the university-level budget reduction procedures as outlined by the Office of Planning and Budget. The report reflects the recommendations, suggestions, and assistance of the entire OIART staff. Accordingly, every effort has been made to ensure that the OIART budget planning process and procedures is in accord with Western's mission and strategic goals practice.*

#### **Description of the principles and planning assumptions as well as the longer-term vision for your unit.**

The OIART recognizes that the budget reductions for 2009-2011 biennium may be permanent, hence a careful review of our mission statements for the core programs within the office is critical in determining what can be reduced without compromising the integrity and quality of our services. Moreover, it was essential to review Western's mission statement and goals to make certain that the proposed reductions would not compromise the quality and timeliness of our services.

Our first priority is to continue to carefully comply with the assessment and accountability standards established by Washington's legislature. As stated in the OIART's SCOT analysis report, our budget priorities are influenced by the 1987 Washington State Higher Education Coordinating Board (HECB) Master Plan for State colleges and universities. The legislature asserted the importance of assessment efforts to state authorities by imposing measurement and reporting requirements for a number of specific institutional outcomes. These first mandates for accountability reporting rather quickly led to research on a wide range of related topics, and have measurably improved the quality of undergraduate education at Western. Specifically, the legislation, with additional amendments from the HECB, required each four-year institution to collect baseline survey opinion and perceptual information on entering and graduating students, alumni, and employers; report regularly on retention and graduation rates (including the GEI, or Graduation Efficiency Index); plus develop an assessment plan for writing, information technology, critical thinking, and quantitative reasoning.

Another major priority for the OIART are the regional accreditation standards established by the Northwest Commission on Colleges and Universities (NWCCU). For

accreditation reviews, the NWCCU expects colleges and universities to provide them with documentation for several student learning outcomes measures which, when used in appropriate combinations and informed by the institutional mission, yield an efficacious program of outcomes assessment for the following: student information; mid-program assessment; end-of-program assessment; program review; alumni satisfaction and loyalty; and employment and/or employer satisfaction measures.

It's important to note that the NWCCU's accreditation standards and evaluation policies will change for Western and all of the other colleges and universities in the region. Instead of accreditation evaluations and reviews occurring every five and ten years, the NWCCU will stagger the site visits to occur every two years or so; the standards scheduled for evaluation will be compressed and limited to two or three rather than the current list of nine standards. The assessment of student learning and topics related to it are now built into most of the new NWCCU's clusters; this means that the assessment of student learning will occur on a much more routine basis and thus much more attention must be given to the field, including the compilation of data and reports. *In the long term the OIART views our role expanding as more and more accountability, assessment and data needs are required by the legislature, accrediting agencies, and the university administration and colleges/departments.*

Every year, selected academic units are required by the HECB to participate in Program Reviews. The OIART continues to work closely with the chosen units to provide them with alumni survey data, WELS findings, and related data to help them prepare their review reports. The assistance will continue, especially since the HECB has placed a strong emphasis on the assessment of student learning through a variety of measures and procedures.

Budget reductions mean that the OIART may have to cut back on some of its key activities and projects. One planning assumption involves the WELS survey. WELS is part of our ongoing plan to develop and modify surveys to fit the needs of the campus community. For example, we are presently shifting from a series of spring follow up surveys to the more timely "Senior Exit survey," which would be given to students when they apply for graduation. One of the great strengths of OIART is the ability to adapt and quickly respond to the needs of our campus colleagues. To further refine this process, we are actively working to forge closer, more efficient relationships with our campus constituencies to assist us in identifying and developing items that would go into WELS and other surveys.

There are several other long-term considerations to include:

1. Long-term vision of the Office of Survey Research (OSR):
  - a. To survey students and alumni with an eye to developing a database that can be used to answer constituent questions. Constituents include university administrators, colleges, departments, and units that interact with students and their needs. This database can be merged with data from the warehouse to

create a tolerably complete picture of student abilities, needs, and variables that impact their overall education.

- b. To create a campus-wide survey policy and organization that provides constituents with the opportunity to create state-of-the-art surveys that answer important questions. This organization would oversee all campus survey activities with an eye to reducing student survey fatigue through limiting surveys and sharing data from previous surveys.
- c. To aid faculty in their research endeavors by sharing Western survey data and through training of proper survey techniques.
- d. To become more involved in actual analysis of survey (and warehouse) data rather than simply reporting means of survey responses.
- e. To utilize our strengths to create useful data that can be used by other Western offices. GIS data can now tell us what socio-economic status students come from which would be of great benefit to Admissions, etc.

## 2. Budget matters:

Budget reductions will influence the quality of the OIART services, including: scanning and scoring of multiple choice tests; administration, scoring, and distributing teaching evaluations; proctoring tests for disadvantaged students; administering and processing standardized assessment-related tests such as the NSSE; and designing, administering, analyzing, and reporting survey research data. Budget reductions already have impacted OSR at its very core. Cuts eliminating the Call Center (located near the OSR offices) will reduce survey responses and potentially reduce the validity and value of our surveys. Moreover, budget cuts that lead to fewer hours worked by OSR staff at the same time that demands on staff time appear to be increasing.

### **Description of the bottom-up, transparent process used by you to develop your budget proposal.**

As described in the University budget and planning guidelines, budget discussions should be structured in a “bottom up” manner. The OIART follows the guidelines at all levels of the budget and program planning process. Beginning in fall, 2008, for example, when the University learned that there would be budget reductions for the 2009-2011 biennium, we initiated discussions about all phases of our operation and their associated costs; everyone in the office was involved in the ongoing weekly discussions. Budget scenarios were developed and distributed among all staff for their review and comment. All suggestions and recommendations were given serious consideration. Final budget reduction proposals were distributed to our staff prior to the submission to the Provost’s office. In fact, the “bottom up” approach to budget and planning has been an integral part of the operation of the OIART since 1990.

**Response to the community suggestions for cost saving measures relevant to your units.**

In reviewing all of the items listed in the “Reduction Ideas from the Campus Community” web site, item 24, “eliminate all paper teacher evaluation forms and move to an electronic platform,” is one that directly involves the OIART. Since November we have been in discussions with the staff in Administrative Computing Services (ADMCS) and the staff in Multimedia and Web Development office (especially those responsible for Black Board) about moving the teaching evaluation forms and process to on-line platform. Additionally, the Director of the OIART met briefly with the Executive Committee of the Faculty Senate to introduce them to the possibility that we would be moving to an entire on-line TVAL procedure. We identified and reviewed a few software programs that handle on-line teaching evaluations and found them to be costly and, in one case, unsuitable for our needs. Currently we in conversations with the Multimedia and Web Development office about adding data management software to Black Board with the intent of pilot testing an on-line teaching evaluation program in fall, 2009.

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**OFFICE OF INSTITUTIONAL ASSESSMENT, RESEARCH, AND  
TESTING**

Enhancing Knowledge through Institutional Assessment and Research

Strengths, Challenges, Opportunities, and Threats  
(SCOT) Analysis

March 2, 2009

## OVERVIEW

The first rule of good assessment is to "assess what is important." Guiding decisions as to what is important assessment at Western Washington University, the Office of Institutional Assessment, Research, and Testing (OIART) turns to three primary documents: 1) Western's mission, 2) its tenets of engaged excellence, and 3) its core learning objectives.

Western's mission states, in part, that it is "is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills."

Western's tenets of engaged excellence include instilling in graduates a life-long passion for learning, promoting scholarly and creative work of significance, creating leadership and civic engagement opportunities, bringing together a diverse learning community of students, faculty, and staff, and providing a high quality environment that complements that learning community.

And finally, Western's core learning objectives are to develop academic competencies and perspectives that give students the ability to:

- Analyze and communicate ideas effectively in oral, written, and visual forms;
- Analyze and interpret information from varied sources, including print and visual media;
- Use quantitative and scientific reasoning to frame and solve problems;
- Identify and analyze complex problems;
- Apply tools of technology, with an understanding of their uses and limitations;
- Explore, imagine and create;
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society;
- Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities;
- Work collaboratively and manage projects to effective completion;
- Reflect on one's own work and on the ethical dimensions of academic pursuits;
- Understand and assess the impacts of interactions among the individual, society, and the environment.

Utilizing these documents as its guide, the OIART developed specific missions for each of its four areas of expertise:

- The Office of Institutional Assessment mission is to support the continual improvement of student learning and faculty development at Western Washington University by

collecting, analyzing, and reporting research data on academic programs, student learning outcomes, and curricular development.

- The Office of Institutional Research mission is to gather, organize, and analyze institutional data, conduct high quality applied social science and survey research to support planning and decision making by university units, and to compute and report University performance measures to a number of outside stakeholders.
- The Office of Survey Research mission is to design, administer, and analyze surveys for students, alumni, employers, and the campus community to provide valuable assessment data, analysis and reports which can be used for improvement of programs, instruction, faculty scholarship, and information services.
- The Testing Center mission is to provide professional and secure test administration and scoring services to the WWU community, alumni, and others in the local and regional community in order to enhance their educational and professional career goals. The Testing Center also provides statistical analysis of exams and teacher evaluations and administration of local and national standardized exams.

Some background information on the origins of the assessment and accountability initiative in Washington may be helpful. The 1987 Washington State Higher Education Coordinating Board (HECB) Master Plan for State colleges and universities asserted the importance of assessment efforts to state authorities by imposing measurement and reporting requirements for a number of specific institutional outcomes. These first mandates for accountability reporting quickly led to research on a wide range of related topics, and have measurably improved the quality of undergraduate education at Western. Specifically, the legislation, with additional amendments, required each four-year institution to collect baseline survey opinion and perceptual information on entering and graduating students, alumni, perceptions of employers, retention and graduation rates including the Graduation Efficiency Index (GEI), assessment of writing, information technology, critical thinking, and quantitative reasoning.

Beginning with the Northwest Commission on Colleges and Universities (NWCCU) 1998 Standards, an emphasis was placed on the assessment of student learning that subsequently became Standard Two in the 2008 Standards, specifically, "Educational Program and Effectiveness." In 2008, the NWCCU specified in Standard Two that: "Central to the outcomes analyses or assessments are judgments about the effects of the educational program upon students. These judgments can be made in a variety of ways and can be based upon a variety of data sources. The more data sources that contribute to the overall judgment, the more reliable that judgment would seem to be. There follows a list of several outcomes measures which, when used in appropriate combinations and informed by the institutional mission, could yield an efficacious program of outcomes assessment. This list is intended to be illustrative and exemplary as opposed to prescriptive and exhaustive as follows: Student Information; Mid-Program Assessments; End of Program Assessment;

Program Review; Alumni Satisfaction and Loyalty; Dropouts/Non-completers; and Employment and/or Employer Satisfaction Measures.”<sup>1</sup>

Additionally, the NWCCU Standard Two states that an inventory of documents or studies that demonstrate the assessment of outcomes for programs must be available for review. Examples for review by the evaluation committee may include: studies of graduates or former students; studies that indicate the degree of success with graduates obtaining employment in fields relevant to their graduate education; evaluation forms and summary reports of student evaluations of faculty and courses; annual goals and assessment of success in their accomplishment; surveys of student satisfaction; annual goals and assessment of success in their accomplishment; surveys of employer satisfaction; and results of national ranking data.

In considering the information included in its SCOT analysis, the OIART recognizes that the NWCCU’s accreditation standards and evaluation policies will change dramatically. Instead of accreditation evaluations and reviews occurring every five and ten years, the NWCCU will stagger the site visits to occur every two years or so; the standards scheduled for evaluation will be compressed and limited in number to coincide with this new design. The assessment of student learning and related topics are now built into most of the new accreditation clusters; this means that the assessment of student learning will occur on a routine basis and thus on-going attention must be given to the field, including the compilation of data and reports.

Twenty-two years’ experience has given Western, via the OIART, an extensive assessment database and sophisticated analytical expertise. The Office of Survey Research (OSR), the Office of Institutional Research (OIR), the Office of Institutional Assessment (OIA), and the Testing Center function collaborate on all assessment, accountability, testing, and institutional research activities for the University. This expertise has been applied well beyond the requirements of accountability reporting to a wide range of assessment activities. Most notable is the publication and distribution of over 175 technical reports, Focus research bulletins, and Data Bytes summaries in both hardcopy and on-line. The OIART also publishes Dialogue forum papers, which present scholarly discussions of teaching, learning, and assessment issues in a threaded discussion format on the Internet,<sup>2</sup> an Assessment Newsletter, comprehensive Websites with links to a multitude of student learning assessment activities,<sup>3</sup> and, most notably, two vital assessment handbooks:

- *Tools and Techniques for Program Improvement: a Handbook for Program Review and Assessment of Student Learning.*
- *Tools and Techniques for Course Improvement: a Handbook for Course Review and Assessment of Student Learning.*<sup>4</sup>

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<sup>1</sup> <http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm>.

<sup>2</sup> <http://www.ac.wvu.edu/~dialogue>.

<sup>3</sup> <http://www.ac.wvu.edu/~assess>.

<sup>4</sup> <http://pandora.cii.wvu.edu/cii/resources/outcomes/default.asp>.

Additionally, the OIR generates numerous unpublished reports for the university that come in a variety of data reporting forms. These studies and papers contributed significantly to Western's 2008 accreditation review and self-study process, to the development of budget proposals, and to the building of a foundation for continuous monitoring and assessment of retention, progress to degree, graduation rates, writing competency, information technology literacy skills, critical thinking skills, quantitative reasoning skills, employer perceptions, and student and alumni satisfaction with their educational and extracurricular experiences. Moreover, findings from the reports and publications are designed to assist departments and academic programs in their annual review of their mission, goals, student learning outcome objectives, and the effectiveness of their assessment activities. The twenty-two-year lists of accomplishments and the Annual Activity and Progress Reports of the OIART formed the background and basis of its SCOT analysis.

### **External Obligations**

The NWCCU and Washington's HECB, which represents Washington's legislative interests and initiatives, strongly influence institutional assessment and institutional research components of the OIART. As indicated above, both agencies require surveys of student satisfaction with their academic experience, employer perceptions and satisfaction, end-of-program assessment, evaluation forms and summary reports of student evaluations of faculty and courses, studies of graduates or former students, and studies that indicate the degree of success with graduates obtaining employment in fields relevant to their education. Additional studies should focus on the assessment of retention, progress to degree, graduation rates, writing competency, information technology literacy skills, developmental of critical thinking skills, and quantitative reasoning skills. The IR component continues to provide information for Western's Performance Contract with Washington state, federal agencies, and related data reporting agencies and centers.

The following SCOT analysis is intended to provide a descriptive framework for establishing institutional assessment, research, and testing priorities and distributing and efficiently aligning resources when budget resources are limited and when growth is viable and resources are available. Following the four core components of a SCOT analysis, information, observations, and recommendations are presented according to the core units within the OIART: institutional assessment, institutional research, survey research, and testing. For ease of reporting, institutional research and survey research were combined. The following information was compiled with the assistance of all OIART personnel.

### **STRENGTHS (INTERNAL)**

#### **OIART Overall • Strengths**

The 2008 NWCCU accreditation evaluation summary report extended commendations for assessment activities to the OIART and the units that worked closely with it. The commendations are as follows:

- “The OIART handbooks *Tools & Techniques for Course Improvement: a Handbook for Course Review & Assessment of Student Learning*, and *Tools & Techniques for Program Improvement: a Handbook for Program Review & Assessment of Student Learning* are excellent resources.”
- “The university has made considerable investment in its analytic capacity. The merger that resulted in OIART has been helpful in giving structure to this work.”
- “The Western Assessment Data Management System is a robust tool for linking articulated course assessments to student performance.”
- “Based on information provided to the Evaluation Committee, there is significant evidence of assessment of programs and individual courses that result in programmatic revisions. Activities of assessment include student presentations, capstone experiences (senior research, senior thesis, internships, or study abroad), reflective writing, portfolios, course evaluations, student satisfaction studies, and licensing exams. In addition, alumni surveys are conducted that consider necessary skill sets, employers are asked about the effectiveness of graduates, and an external advisory board is also consulted.”
- “Instruction in information literacy has evolved and identified learning outcomes for the classes, but evidence of achieving those outcomes is limited to student evaluation forms of the classes.”
- “The University has also incorporated additional survey tools to provide information about the GUR. WELS (Western Educational Longitudinal Study) and the Alumni Survey are examples of such tools. The integration of this information to inform decisions about the GUR is commendable.”
- “The institutional research merger that resulted in OIART has been helpful in giving structure to this work. These offices are well staffed with sophisticated researchers and they are very productive.”

#### **Institutional Assessment • Strengths**

- Ability to research, develop, write, edit and layout large projects (examples: student learning handbooks, Washington State Quality Award (WSQA), accreditation reports, etc.).
- Ability to create a strong sense of teamwork and consensus building to all projects, regardless of size, including technical reports, Focus Summaries, Data Bytes, Dialogues, data memos, etc.
- Years of experience in areas crucial to Western’s vision, mission, and values, including student learning outcomes assessment, and the recruitment and retention of quality student body, staff, and faculty.
- Possession of a unique set of skills that encompass writing, editing, complex data analysis, economics, social science, and institutional and survey research.

- Proactive, talented, well-educated, experienced employees.
- Excellent institutional knowledge, both historical and current.
- Strong working relationships with many campus offices, professional associations, and statewide assessment offices.
- Able to provide knowledgeable guidance and assistance to faculty on the development of unit and course level assessment plans.
- Instructional-based web sites that assist faculty in learning more about student learning outcomes assessment beyond the use of tests. (According to *Statcounter*, this site and other OIART sites received about 10,500 hits in 2007 and 8,873 in 2008 from individuals and institutions world-wide; many hits come from multiple users who download materials, bibliography, and handbooks.)
- Years of experience in areas crucial to Western's vision, mission, and values, including student learning outcomes assessment, and the recruitment and retention of quality student body, staff, and faculty.
- Responsiveness to client needs, custom analyses, and recognized expertise and the efficient ability to customize data collection to needs of campus.

#### **Institutional and Survey Research • Strengths**

- Expertise in assessment of student learning, survey research, institutional research, data analysis, database development, GIS, SAS, SPSS, *Perseus*, etc.
- Ability to perform surveys and analysis in-house that would be expensive to purchase.
- Wealth of survey data extending back to 1990, which has expanded appreciably since WELS was introduced in 2003.
- Responsiveness to client needs, custom analyses, and recognized expertise and the efficient ability to customize data collection to needs of campus.
- Reputation for insightful, timely, useful analyses of student data.
- Strong working relationships with many campus offices.
- Access to outstanding IT resources.
- Highly-supported student Data Warehouse, and other well developed Warehouses (Financial Aid, Human Resources, etc).
- Thorough knowledge of student data systems.
- Knowledge of institutional data elements and retrieval/analysis techniques.
- Ability and drive to produce timely and accurate information for decision-making.
- Perception among department directors that development of IR office is desirable and important.
- Forefront among regional academic institutions in the amount of data collected, and in ability to analyze and report it.
- Skills that can be used to reduce campus expenditures (GIS analysis that the alumni office out sources, statistical analysis, etc.).

- Independent, talented, hard-working employees.

### **Testing • Strengths**

- Administers exams for course placement and admission requirements such as the state-wide Math Placement Test, the Miller Analogies Test, the WEST-B-Test, the and WEST-E-Test. (Note: many professional testing companies require that Testing Center staff to undergo training in test administration. Additionally, some companies, such as the *Psychological Corporation*, require that the person in charge of the Testing Center have demonstrated course work and training in tests and measurement development, administration, scoring, and test analyses. We meet the standard.)
- Provides a wide variety of testing to students and community members for new career opportunities, professional certificate programs, and job position enhancements. These tests meet the needs of academics, business, the federal government, information technology, and the health industry.
- Serves as primary liaison between national testing companies, outside agencies, and universities.
- Provides proctoring services for off-campus students from institutions around the nation and other countries.
- Makes available national and professional examinations to university students and the local community.
- Coordinates admission and graduate entrance exams.
- Adheres to the *National College Testing Association Professional Standards and Guidelines* and strives to continually maintain best testing practices and standards.
- Serves Western students and community members north of Seattle and into Canada with an accessible testing location.
- Provides a suitable testing environment for students with special needs.
- Manages the course-challenge process for students at Western.
- Scans and processes test scoring results using the *Parscore* system for faculty and runs analyses on the data that provide them with state-of-the art item analyses.
- Efficiently and promptly scans and analyzes survey results for faculty and staff members.
- Educates faculty on how to best utilize exam service options.
- Coordinates union-mandated teacher evaluations for faculty and facilitates the ordering, administration thereof.
- Maintains integrity of testing procedures, through confidentiality and accuracy in scoring results.
- Staff embodies excellent management skills within the office that, in turn, encourages growth, training, loyalty and team spirit.
- Director recruits and retains high quality professional staff in the office.

- Staff creates an atmosphere of trust, respect, cooperation, empowerment, shared goals and communication that fosters commitment to the mission of the Testing Center.

## **CHALLENGES (INTERNAL)**

### **Institutional Assessment • Challenges**

- Developing innovative methods for General Education, capstone, QSR, and course assessment.
- Working to integrate course-level assessment strategies in all departments and programs.
- Helping the University to fully develop and implement systems for the collection, analysis, and reporting of student performance data.
- Encouraging and expediting the next phase of Western's institutional assessment plan: to have all academic units use student learning outcomes data to make positive changes through stronger collaboration with OIART.
- Field testing and fully implementing WADMS (Western Assessment Data Management System) with the assistance of Administrative Computing Services (ADMCS).
- Inconsistent use of assessment and survey research information and findings, particularly in the feedback aspect of an effective planning process. Although the OIART has an extensive publication series that is distributed campus wide, with each issue activities and procedures must be identified to enhance the understanding and possible use of the findings.
- Assisting the Vice President for Undergraduate Education to develop and implement a thoughtful General Education assessment plan.
- Unravelling report publication bottleneck. Despite the best efforts of staff, this process occasionally prevents information from being distributed in a timely manner.
- Maintaining and improving services under a reduced budget.
- Restructuring teaching evaluations from pencil and paper to online system.
- Replacing online survey software.
- Fostering more application of research findings to individual programs and courses.
- Establishing better communications with central administrators and academic units as to their data needs to better design surveys and data reports.

### **Institutional and Survey Research • Challenges**

- Part-time employee structure of OSR lends itself to employee burnout. It is especially hard to say no to projects while maintaining other job duties. This is especially problematic when asked to actually analyze findings, rather than produce blanket reporting of statistical means.

- *Perseus* software. The company no longer exists and thus no longer provides technical support.
- Low profile and lack of campus marketing efforts for our products.
- Perceived lack of interest in our products.
- Lack of coherent campus survey philosophy (WELS v. NSSE, etc.) and the false perception that the information provided is not useful.
- Increasing relevancy by getting the Western community to use OIART data and findings on a consistent basis.
- Establishing a clear connection between the data needs of Western's most important decision processes; addressing the inconsistent relationships between decision-makers and the work of the OIART. Overcoming Western's history of decentralized IR system and lack of campus history and experience with a full-time IR professional akin to the operations found at other campuses.
- Getting the campus to understand the need for a dedicated IR professional given the budget situation and the lack of "history" for the office.
- Getting the Western community to communicate their data needs in a timely manner. Too often, the OIART hears about data needs just after a survey or analysis has been finished. Playing catch-up is not efficient.
- In the current budget crunch, continuing to provide the OIART's high level of services and publications.
- Uncertainty of central administration leadership. What direction will the new administration, including the new Provost, set for institutional research, survey research, and the assessment of student learning?
- Establishing a clearinghouse of institutional data and research on campus and removing the ambiguous role of OSR in providing help and expertise to other survey efforts on campus.
- Lack of funding for call center, which will requires a change in research methodology.
- Reorganizing survey data in a cohesive and accessible manner.
- Lack of understanding by various campus offices, programs, and units of the roles and responsibilities of multiple IOART offices with respect to data integrity, definitions, reporting, analysis, etc.
- Overwhelming load of ad-hoc requests; receiving the same data requests from multiple offices.
- Operating too often operate with limited knowledge of issues currently important to central administration and academic units.
- Daily workload precluding important in-depth analysis projects.

## **Testing • Challenges**

- Increased computer-based testing nation-wide has necessitated the Testing Center lab to purchase the maximum number of computers for the size of the room. Due to the confines of the room/ventilation system, there is no room for expansion. A larger lab would be necessary in the future.
- Inability to email scoring report forms to faculty such as: individual reports, item analyses, score distribution, histogram, and class response reports thereby creating excess paper usage and increased staff process time. Software does not allow for this feature.
- Marketing strategies to promote the resources and services of the Testing Center need to be improved.

## **OPPORTUNITIES (INTERNAL AND EXTERNAL)**

### **Institutional Assessment • Opportunities**

- With data and research becoming a larger force in accreditation and student learning outcomes assessment, the OIART is positioned, in both skills and experience, to play a major role in helping Western maintain and improve delivery of services at every level: classroom, department, college, and university.
- Establishing institutional leadership position in General Education, capstone, writing, and QSR assessment.
- Centralizing campus survey efforts through a survey research policy.
- Incorporating external surveys (such as NSSE, MAPP, etc.) into survey plan to maximize efficiency and minimize imposition on respondents.
- Revising the OIART publication process so that it can respond to varying levels of reporting. This could be done by creating report templates to ensure a consistent appearance and “feel”, then training additional staff to produce reports for publication. It would also be useful to formalize the report review process, so it is clear when something has been adequately reviewed and is ready for publication.
- Providing opportunities for local faculty to develop assessments that are geared to the curriculum they teach. These assessments would have direct links to their responsibilities to faculty in other departments in regard to the products of their instruction.

### **Institutional and Survey Research • Opportunities**

- New leadership and fiscal challenges are re-shaping Western. OIART is a valuable asset and can help inform changes with the data and expertise needed to provide information vital to decision-making.
- Providing student-mapping service to units and departments (such as transportation alternatives, who previously hired outside GIS consulting).

- Using student location data to gain additional information, such as socioeconomic status.
- Making survey data more widely available with web-based searchable database.
- Formalizing OSR's role on campus, develop a process for requesting OSR's assistance, prioritize projects, and incorporate feedback.
- Meeting the increasing demand for quality assistance with collection, analysis, and interpretation of survey data.
- Organizing and leveraging existing data to inform future collection efforts.
- A dedicated IR-trained professional could provide the communication and structure necessary to integrate existing IR strengths into an even more valuable asset to the university.
- Making more effective use of resources by doing more careful planning and analysis of data-driven projects and issues.
- Establishing a "feedback" loop between constituents and IR to better judge the results of actions. An IR office can provide this feedback.
- Hiring a dedicated IR-trained professional to provide the communication and structure necessary to integrate existing IR strengths into an even more valuable asset to the University.
- Developing *Factbook*, Dashboard, and Data Dictionary/Glossary of Terms.
- Providing survey training to faculty and campus units that can be used to increase OSR's profile and faculty scholarship.
- Providing our data to campus researchers and increase the scope of questions asked and answered.

### **Testing • Opportunities**

- Increasing Testing Center lab to accommodate more computer-based testing.
- Collaborating with other testing centers and national organizations to increase testing offerings.
- Providing better marketing strategies to help the campus community become more aware of our services.
- Providing the opportunity for more faculty to use our test scoring services and analyses.
- Preparing a satisfaction survey for our clients.

### **THREATS (INTERNAL AND EXTERNAL)**

With data and research becoming a dynamic force in accreditation and student learning outcomes assessment, the OIART is positioned, in both skills and experience, to play a major role in the helping Western maintain and improve delivery of services at every level: class room, department, college, and university. Attempts to dismantle OIART threaten

Western's ability to meet these requirements and demands by the state and accreditation commissions.

### **Institutional Assessment • Threats**

- The effects of political and legislative agendas; the effects of accrediting agency and commission policies.
- IT developments and the availability of new technologies, services, ideas, and related topics that influence the direction assessment of student learning
- Sustaining internal capabilities in the face of variable central administrative support.
- Alleged attempts by certain members of the Western community to stymie assessment and survey research activities by casting negative dispersions on the hard, conscientious and dedicated work of the competent and able OIART research personnel.
- Loss of key staff that can influence the expert services and resources available through the OIART.
- Increasing demand from government sources and national assessment organizations to use standardized tests to assess student learning competencies such as the NSSE, the EXEQ, CSS, UCUES, CAAP, MAPP, or CLA, (e.g., the VSA).
- Growing concerns emerging from prominent assessment researchers about the value of VSA and the use of the test scores for inter-institutional comparative purposes. OIART psychometric analyses of the NSSE suggest that the data is only moderately reliable.

### **Institutional and Survey Research • Threats**

- False perception of OSR that it collects data nobody cares about and makes little use of.
- Budget (including elimination of call center, employee hours, possible reliance on external funding sources).
- Increased reliance on external survey data sources.
- False perception among certain members of the university community that the WELS and alumni survey items and results are intended to undermine their respective offices.
- Lack of an understanding among certain members of the university community about why the WELS was developed, and the history associated with the assessment of student perceptions of their academic experiences.
- Absence of high-level IR professional leadership caused by inaction in recruiting and hiring a full-time IR Director in 2004 following the death of Carl Simpson.
- Inaction while jurisdictional problems are ironed out in institutional research services and activities.

### **Testing • Threats**

- Summer Quarter services for test scoring and teacher evaluations in jeopardy because of budget cuts, negatively influencing the ability to meet accreditations standards.

- State-mandated Math Placement Test, WEST-E, and WEST-B requirements for entering and matriculating students would be compromised by budget cuts.
- Increase in administration, scoring, and distribution of teaching evaluations as a consequence of Faculty Union and administration agreement can cause delays because of the lack of resources, including the increased costs of the forms.
- Increase in scoring of multiple-choice exam forms due to the possible increase in large course sections and the possibility that faculty will be leaning more heavily on multiple choice testing.
- Budget cuts may prevent regular and necessary updates and maintenance/replacement of computers in the computer lab.
- Reduction in force may severely limit student and community testing opportunities for furthering careers and/or program goals.

**Office of Institutional Assessment, Research, and Testing (OIART)  
Summary of Selected Findings of SCOT Analysis**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Expert data analysis and reporting capabilities for large projects.</li> <li>• Unique sets of skills in social science research.</li> <li>• Proactive, talented, well-educated personnel.</li> <li>• Knowledgeable guidance and assistance to faculty.</li> <li>• Wealth of survey data extending back to 1990. Skills and resources that can be used to reduce campus expenditures for survey administrations.</li> <li>• Provides liaison with national testing companies and outside agencies and assessment research and development.</li> <li>• Maintains integrity and confidentiality of testing.</li> <li>• Historical 20-year chronicle of Western student attitudes and perceptions.</li> <li>• Ability to provide local and regional community services for testing skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Poised to establish national leadership in General Education assessment.</li> <li>• Integration of course-level assessment strategies in all units.</li> <li>• Establish consistency in the use of survey and assessment research findings by the campus community.</li> <li>• Providing opportunities for the Western community to communicate with the OIART.</li> <li>• Reduce and coordinate load of ad-hoc data requests.</li> <li>• Increased demand for nation-wide computer based testing.</li> <li>• Develop a campus-wide survey research policy and unify survey undertakings.</li> <li>• Develop campus-wide survey research policy.</li> <li>• Increased demands to use standardized tests to assess learning student</li> <li>• Increased demands for IR data from accreditation commissions, state legislature, and federal agencies.</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Poised to establish national leadership in General Education assessment.</li> <li>• Full implementation of WDAMS.</li> <li>• Assist faculty to develop assessments for their courses.</li> <li>• Create opportunities for searchable survey and IR research data bases.</li> <li>• Provide survey research training for campus community.</li> <li>• Enhance testing center capability for computer testing.</li> <li>• Establish collegial collaborative relationships with units and offices.</li> <li>• Develop learning skill and competency measures to keep external costs low.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of coordination and understanding of the OIART's research and reporting by the campus community.</li> <li>• Diminished resources.</li> <li>• Lack of understanding and appreciation of all of the testing center services.</li> <li>• Possible loss of programs and /or talented, experienced staff.</li> <li>• Saturation of campus community with non-OSR surveys, some of which are poorly designed.</li> <li>• Some efforts to eliminate survey research.</li> <li>• Lack of campus understanding about test reliability and psychometric analyses.</li> </ul>

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## **SCIENTIFIC TECHNICAL SERVICES**

March 4, 2009

**To:** University Community**From:** Devon A. Cancilla, Director, Scientific Technical Services**Re:** Introductory letter to the Budget Process for 2009-11

Scientific Technical Services (SciTech) consists of the University Instrument Center and the Machine, Electronics, and Wood Shops (the Shops). The Instrument Center is a multi-user facility containing state-of-the-art scientific instrumentation used for research and teaching by faculty and students across all departments and colleges. The Shops provide advanced design, machining, manufacturing and repair capabilities. From the arts to sports to science programs, SciTech provides technical support and services to almost every academic and non-academic unit on the Western campus. From its formation in the early 1980's, SciTech has served a vital function in the support of teaching, classroom, and research activities at Western Washington University.

SciTech provides students access to a wide variety of instrumentation and technical support for classroom, laboratory and research activities. Our planning principles and strategies are to minimize impacts of any budget reductions on our direct service to students. This includes student access to instrumentation and Shop resources.

Our planning process has included discussions with the SciTech advisory committee, SciTech staff, faculty and students and monitoring the community forum for relevant comments and suggestions related to SciTech operations and service. In response to postings recommending the development of online courses, SciTech will continue to pursue the online delivery of its instrumentation services in support of classroom and research activities.

## Western Washington University

### Scientific Technical Services

#### Strengths, Challenges, Opportunities, and Threats

Prepared by Scientific Technical Services

March 4, 2009

Scientific Technical Services (SciTech) consists of the University Instrument Center and the Machine, Electronics, and Wood Shops (the Shops). The Instrument Center is a multi-user facility containing state-of-the-art scientific instrumentation used for research and teaching by faculty and students across all departments and colleges. The Shops provide advanced design, machining, manufacturing and repair capabilities. From the arts to sports to science programs, SciTech provides technical support and services to almost every academic and non-academic unit on the Western campus. From its formation in the early 1980's, SciTech has served a vital function in the support of teaching, classroom, and research activities at Western Washington University.

#### INTERNAL ASSESSMENT – STRENGTHS

*SciTech's strengths to build on:*

SciTech provides innovative, high quality service in support of teaching, classroom, and research activities to all departments. SciTech is a leader in the use of technologies in problem solving and is strongly committed to providing cost effective solutions to the design, manufacture and repair of academic equipment. Supporting indicators include:

- SciTech is the lead organization in the development of Western's Integrated Laboratory Network (ILN). An e-learning initiative to provide students and faculty web access to advanced scientific instrumentation and supporting instructional materials.
  - To date, the ILN initiative has received \$600,000 in external funding.
  - The ILN initiative received a Most Effective Practice Award from the Sloan-C, a consortium of schools and organizations promoting best practices in online education.
  - The National Science Foundation ranked the ILN as one of twenty high impact projects in a 2008 report to Congress.
- The SciTech Instrument Center provides student access to advanced scientific instrumentation in support of undergraduate instruction and research. In many universities, scientific instruments are hoarded by individual faculty members, and instruments are not available to students. The centralization of instrumentation at SciTech allows students to have access to scientific instruments, providing them with a competitive advantage in the marketplace.

- When scientific instrumentation is used by a single faculty member for research, that faculty member may only need to use the instrument for short periods of time. The instrument remains idle during much, if not most, of the year. This has two adverse effects: first, an expensive capital investment (the instrument) remains unused over most of its lifespan, and second, the costs of running the instrument accrue to an individual faculty member, rather than being shared by multiple users. SciTech is a better model because it ensures that instruments will be used rather than remaining idle, and it removes the maintenance burden from researchers.
- Instrumentation access has been enhanced through the development of web-based tools allowing 24/7 connectivity. In a typical year, SciTech provides over 17,000 hours of instrument time to approximately 20 separate departments. Outreach capabilities to community colleges and high schools continues to be enhanced. Diverse departmental use is shown through annual Scanning Electron Microscope Image contest, with entrants from both arts and science students.
- The Shops design, manufacture and repair a wide range of equipment, instrumentation, and devices. The Shops save the University money by extending the lifespan of campus equipment through repair and maintenance. Four Shop employees received 2008 Exceptional Effort awards for demonstrated excellence in performance, effective personal interaction, initiative and overall outstanding achievement in their service and commitment to the university.

### INTERNAL ASSESSMENT – CHALLENGES

#### *Challenges to attend to in the next biennium:*

- SciTech’s services are “invisible.” Users are unaware of the resources needed and the amount of work involved to provide the services to which they have become accustomed. This is the result of a strength (good service), but it represents an internal challenge because “invisible” services are undervalued.
- Another of SciTech’s substantive strengths – its centralization of services – also creates an internal challenge. SciTech is not located in any single academic unit, and therefore no unit views SciTech as “its own.” SciTech provides services to a wide range of users; and its users are unaware of the extent of services provided to other departments and users on campus. As a result, SciTech’s services likely are undervalued by individual departments and users.
- SciTech’s centralization of services runs contrary to some users’ preference to limit the use of instrumentation to specific users or departments. Open access, while a public benefit, may be a private detriment to individual researchers, leading to a reluctance to support the open access mission.

- Outside of SciTech, Western historically has not been a leader in online education. External recognition of the ILN, by the National Science Foundation and others, has not been mirrored by Western's internal culture.
- A mechanism to more effectively disseminate to the Colleges and Departments the diverse activities supported by the Shops needs to be developed.
- The SciTech Advisory Group, which was formed in order to ensure that SciTech's work is monitored and instructed by the departments that are the most significant users of SciTech's services, has not played an active role in reporting on or assisting SciTech initiatives. It needs to be reformulated or replaced.
- Faculty members do not always understand the cost of maintaining scientific instrumentation. The procurement of instrumentation is the first step; ongoing costs include chemicals needed to run the instruments, technical and training assistance to users, and repair and maintenance. Further, instruments need space, and sometimes their space needs are particular and expensive (e.g., reinforced floors, fumehoods). The capital cost of instruments is often a small percentage of the life-cycle cost of the instruments.

#### EXTERNAL ASSESSMENT – OPPORTUNITIES

##### *Opportunities to take advantage of:*

- SciTech, and particularly the ILN, have a lengthy and substantial record of success in partnering with other institutions (including Indian colleges, community colleges, and local high schools) in the shared use of instrumentation and educational/training resources.
- Scientific instrument manufacturers have expressed interest in and support for the ILN and should be cultivated to provide resources.
- Companies specializing in the development of alternative laboratory delivery mechanisms, including on-line laboratory modules, are interested in the ILN and may provide resources.
- The ILN's successful record should help to procure additional National Science Foundation Funding for the development of cyber-enabled instrumentation and centers.
- Regional initiatives in materials and environmental testing will require advanced instrumentation and/or machining/manufacturing capabilities. Such initiatives may provide an opportunity for funding and expansion.

## EXTERNAL ASSESSMENT – THREATS

### *Threats to attend to:*

- Western may not be as competitive as other universities in pursuing external funding. Other universities, including Purdue and MIT, are encroaching on Western's lead in on-line instrumentation. Faculty support for on-line initiatives at these institutions, in contrast to Western's culture, supports these universities' grant funding applications.
- Scientific instrumentation and machine shop technology are growing more sophisticated and expensive at the same time that resources are growing more limited.
- Instrument replacement has not been considered on a University-wide basis; a replacement plan has not been prepared. As scientific instruments age and grow obsolete, there is no institutionalized mechanism for replacement.

## **SHANNON POINT MARINE CENTER**

Shannon Point Marine Center

1900 Shannon Pt. Road, Anacortes, WA 98221-4042  
(360) 650-7400 or (360) 293-2188 ☐ Fax (360) 293-1083

## MEMO

To: Dennis Murphy, Provost

From: Stephen Sulkin, SPMC Director



Date: February 17, 2009

RE: Introductory Budget Letter

I am responding to your request for information that will be shared with the university community on 1) the principles and planning assumptions that have guided SPMC's plans for permanent budget reductions, 2) the process that SPMC pursued to decide upon the elements of the plan and 3) the cost-savings implemented based on the campus communities suggestions.

1) Principles and planning assumptions.

Because approximately 98% of SPMC's state line budget supports personnel, even the best case scenario for planning purposes (e.g., 3.8%) will involve elimination of at least one position. At present, SPMC has 6.05 FTE faculty and staff positions that support nine full and part-time staff. This past year, the staff supported 15 courses, 20 undergraduate research projects, 19 graduate student thesis projects, and \$5.8 million in federal grants. Our planning assumptions are that this level of activity will continue; that because day-to-day operations are supported primarily by revenue generated by federal grants, our staff must continue to pursue such sources of revenue; that SPMC will continue its policy of not charging WWU faculty, staff, or students for services or facilities access; and that we will try to continue to provide such services unabated. Accordingly, our plan is to transfer any lost position from the state line budget to self-sustaining funds. Our present status will permit that option for at least three years, perhaps longer, without increasing fees.

This approach has significant consequences, since it will reduce or eliminate balances in these accounts. Such balances have been developed to cover potential loss in revenue derived from federal grants and other external sources due to the vagaries inherent in such sources and it will reduce our capacity to cover

equipment repair and replacement without seeking assistance from the university. Nevertheless, in order to fulfill existing commitments and to continue to leverage State funding by generating revenue from external sources, SPMC cannot afford to reduce its already skeleton staff.

The final assumption upon which SPMC is basing its plans is that a senior faculty member, presently on leave, will return in 2010, although the faculty member in question has the option to resign the position. Should the faculty member choose not to return, the position will be reduced to an entry level position, with the resulting reduction in salary and benefits contributing significantly to the reduction goals. Each reduction scenario, therefore, has been developed with two options.

2). Internal process.

Because the budget reduction target is likely to exceed 2%, it will be necessary to eliminate positions from the State line budget. Accordingly, consistent with the university's guidelines for such reductions when presently employed personnel are involved, and because available options for eliminating positions are limited, a fully transparent process has not been implemented. However, the SPMC professional and support staff have been kept fully informed of the budget environment, have engaged in open discussion concerning the SCOT Analysis and the consequences of budget reductions, have been asked to identify areas for savings in the operations area of the budget, and understand that the process is likely to require transfer of one or more positions from the State line budget to one of the self-sustaining funds.

3). Cost-savings efforts

Because of its small size, the fact that most of the budget subject to reduction supports personnel, and the fact that virtually all day to day operations presently are funded via self-sustaining funds, options for cost-reduction are limited. Few of the suggestions provided by the campus community, therefore, are relevant to SPMC's circumstance. For example, SPMC's total operations budget is approximately \$15,000 most of which goes to telephone charges and office supplies. Expenditures in both categories are down this year as compared to last. We have also delayed hiring a clerical position on a permanent basis pending final determination of the budget reduction. In addition, we have reduced planned spending from self-sustaining budget sources so as to improve the balances in those funds in anticipation of the need to support staff.

## **SCOT Analysis for the Shannon Point Marine Center**

### **STRENGTHS**

- A program that engages undergraduates in an active learning environment that provides hands-on training in use of state-of-the-art scientific methods across a broad range of marine science disciplines;
- A program that provides undergraduates with individualized research experience through both formal coursework and specialized programs, including those supported through grants from the National Science Foundation;
- Support of WWU graduate students through assistantships and support of thesis research, including provision of boat time for field work and access to analytical instrumentation;
- Facilities for field and laboratory study of and instruction in the marine sciences that are extraordinary in their sophistication and relevance;
- A professional staff that is well-recognized nationally for its scientific expertise, as evidenced by its participation in the activities of federal, state, and local agencies and by its success at obtaining research funding; and that is willing to apply its professionalism to the training of students;
- A support staff that is willing and able to support effectively the needs of both SPMC students and scientists and those visiting from the Bellingham campus and other institutions;
- Location at a site in Anacortes particularly conducive to the study of marine science due to its proximity to a wide range of habitats that support a great diversity of marine life;
- An active, well-funded, research program that incorporates the participation of undergraduates and graduate students;
- Access for WWU faculty and students on the Bellingham campus to all SPMC facilities and programs to at no charge;
- Strong working relationships with local community colleges that feed students to WWU, provide a potential source of under-represented student

groups to the campus and expands our visibility and influence within the local communities;

- Implementation of federally funded programs that provide special research and educational opportunities to WWU students and students from institutions around the country;
- A nationally recognized program (Multicultural Initiatives in Marine Science: Undergraduate Participation – MIMSUP) that successfully prepares students in under-represented ethnic/racial groups for entry into ocean science professions;
- The inclusion of WWU in national discussions on the design and implementation of ocean science education and research policy as a result of the participation of SPMC professional staff in NSF and other federal agency panels, meetings, workshops and program offices;
- Contributions to other WWU programs via provision of substantial indirect cost recovery from grants and contracts that permit Research & Sponsored Programs to provide support to faculty and students;
- Organizational location of SPMC within the Division of Academic Affairs, reporting to the Provost, so that its activities are readily available university-wide and permitting it to develop programs and pursue opportunities independently;
- Maintenance of strong working relationships with academic and support departments at WWU
- Strong working relationships within the international community of ocean scientists, as evidenced by the fact that over the past five years, publications involving SPMC professional staff have included 160 co-authors from other institutions;

## CHALLENGES

- Maintaining field and laboratory equipment and facilities that can accommodate up-to-date instruction and research; this involves both maintenance of existing and provision of new facilities;
- Maintaining an active, externally-funded research program that is funded externally in a highly competitive environment;
- Providing a support staff sufficient in numbers and expertise to maintain the quality of instructional and research programs and to respond to the demands for space and time generated by WWU academic programs;
- Addressing the substantial pressure from the local community to provide general public and K-12 educational programs in the marine sciences;
- Keeping up with the demands of technology both in terms of adding new capabilities and maintaining existing facilities in response to their rapid growth in numbers and sophistication; our off-campus location adds to the challenge;
- Developing and sustaining a revenue flow from external sources on an annual basis that can provide for normal day-to-day operations and can sustain a sizable reserve to deal with emergencies and accommodate unanticipated opportunities;
- Addressing the needs of State and local resource management agencies for information or research on topical issues, given the small size of our professional staff;
- Providing sufficient support for WWU's marine science graduate program, a critical component of a sound marine science instructional and research operation; of special concern is our competitive disadvantage in recruiting graduate students due to the comparatively low graduate stipends and the very high graduate tuition rates, most of which we must pay to ourselves from limited sources;
- Increasing recognition at WWU of SPMC's contributions to the University, region and nation as a center of excellence in selected areas of marine science research and education.

## OPPORTUNITIES

- Taking advantage of SPMC's strong national reputation in selected fields, we can develop new areas of investigation in subdisciplines not well-covered at WWU through recruitment of professional staff on part-time positions and provision of external funding; such initiatives might include both entirely new fields (e.g., ocean acidification) or adding tools that permit new approaches to existing programs (e.g., molecular approaches);
- Our national reputation as a center for innovative undergraduate training programs could lead to new initiatives to recruit students nationwide to matriculate at WWU for the study of marine science, perhaps to include a combined BS/MS accelerated program;
- Expand SPMC's role in providing special learning opportunities for faculty and students in academic programs throughout the university, including those that presently rarely access the facilities;
- Expand SPMC's links to local and regional marine research and stewardship programs such as the Puget Sound Partnership and the Northwest Straits Initiative;
- Develop and implement a strategy that expands SPMC's reach beyond existing programs in ways that can contribute to the University's goal to become a national leader among comprehensive universities and that positions Shannon Point as a leader in marine science in the State of Washington;
- An increased public awareness about ocean issues and the local marine environment provides opportunities to strengthen the linkages between the university (and SPMC) and communities in Skagit and Snohomish Counties;
- Greater participation in local community educational programs could generate a more effective private fund-raising effort for SPMC;

## THREATS

- Dependence on external sources of revenue to sustain day-to-day operations and handle emergencies, while historically and presently adequate, is inherently unstable; while the University generously returns to SPMC tuition generated by grant-supported academic programs such as MIMSUP, it is not clear that this important revenue source would be sustained by the University should the external funding cease;
- Sustaining the present level of service and quality may not be possible given the low level of staffing at both support and professional levels;
- The fractional provision of State line funding for professional staff will make replacements (due to retirements or transfers) with productive scientists difficult, if not impossible;
- Because 98% of SPMC's State-line budget allocation is in salaries, any substantial reduction will have personnel consequences, negatively impacting an already skeleton staff in ways that will reduce services and productivity;
- The weakness of graduate programs at WWU threatens to impact negatively the operations at SPMC that depend on graduate assistants to support courses and that reflect the traditionally close articulation in marine science between faculty and graduate research activity;
- Increased competition with UW branch campuses for students in the north Seattle area could have negative consequences for the number of high quality undergraduates interested in pursuing marine science specializations at WWU

## **SPACE ADMINISTRATION AND MANAGEMENT**

March 02<sup>nd</sup>, 2009

Dear Colleague:

The Department of Space Administration and Management plans, programs and manages the use of institutional and academic space for the university. The department is small and demands on the office have increased significantly in the current climate. It is anticipated that this demand will continue as departments plan to consolidate vacant space and physically adapt to their changing operating models.

The office's budget proposal would decrease its ability to handle day-to-day space requests (minor changes) but these are the types of service requirements that we expect to see decrease. Much of the immediate concentration of the office will be working with departments and colleges to develop accommodation strategies; defining the capital and operational requirements to support those strategies and reducing accommodation costs campus-wide.

Some of the work currently underway was previously identified in the submissions to the Community Forum, these include:

- The releasing of space at 32<sup>nd</sup> Street
  - *WWU will vacate leased space at the Port Offices on Cornwall. The 32<sup>nd</sup> Street leased space as well as the WWU owned building at 32<sup>nd</sup> Street are being considered together to see if there are opportunities to further reduce our reliance on leased space.*
- Utilization of General Use Classrooms
  - *It is expected that we will require more, larger classrooms at least in the short term and booking the rooms into less preferred time-slots is one way of achieving that. Other approaches include improving the functionality of the existing stock of classrooms, for example, the Old Main Theatre will be receive media upgrades over the summer, expanding the use of the room beyond being a performance venue. This work will enable the College of Fine and Performing Arts to book several Art History Classes into this room, thus freeing up valuable General Use Classroom space elsewhere on the campus.*

The situation faced by WWU presents opportunities to increase our efficient use of space and to plan space that is reflective of what we do and how we work. The Office of Space Administration looks forward to continuing to work with the university to realize these goals.

Sincerely,

Francis Halle

### **Strengths**

- The office is well regarded within the university and is able to affect positive changes in how space is utilized and managed.
- In addition to project implementation, the office's focus now includes space programming and planning, this allows the office to better support institutional priorities.

### **Challenges**

- **Capital Planning Process** - The management and performance-reporting of approved capital projects needs to be better communicated; the process of substitution and change to the approved capital project lists should be equally transparent.
- **University Space** - We need to change our view of university space as belonging to any one department. We need to reconsider who will be accommodated in State funded space.
- **Project Funding** - Capital funding is often considered the only funding device for addressing space issues. Often these space issues could be addressed by way of changes in service delivery, organizational changes or furniture and equipment solutions.
- **General Use Classrooms** - It is expected that the university's need for larger general use classrooms will increase at least in the short term.
- **Lease Planning** - The office of Space Administration needs to define the University's future requirements for leased space and contribute to the development a management plan for leased space.

### **Opportunities**

- **Space Standards & Planning Guidelines** - The office was instrumental in developing higher education space standards, but this work is now dated; the standards are often not relevant to today's space issues. The office can take a leadership role in working with other state university planners to update these standards.
- **Strategic Accommodation Plans** - The current economic climate encourages risk taking and creative solutions concerning space. The academic and institutional units are receptive to new ideas concerning the management and planning of space to reflect their strategic goals and those of the university.
- **Capital Planning Process** - openness and transparency in the Capital Planning process can be achieved.

### **Threats**

- The impacts of capital projects on operating budgets are not always fully considered. This is especially true with potential, stimulus funded projects.
- Budget reductions will significantly affect space use and the manner in which services are delivered. The consolidation of vacant space and the reconfiguration of space to reflect new models of service delivery will require funding.

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 3.8% Scenario**

**LINE 5 State Operating Budget -- Reduction Goal 3.8%: \$ 330,267 \$ 330,267**

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			
<b>VICE PROVOST FOR UNDERGRADUATE STUDIES</b>								
1	Eliminate all but \$1k in Writing Center operating base	21,474	21,474				14019-2100-011WRC	Reduction in student employment; supplement from Writing Fellows fund and First Year Fee Fund carryforwards
2	Reduction in Women's Studies operating base	1,689	1,689				14089-3525-011WOM	Reduction in travel, supplies and services. Will be supplemented by carry-forward funding
<b>BORDER POLICY RESEARCH INSTITUTE</b>								
3	Reduce travel budget by two trips per year	1,862	1,862				14384-2925-022BPR	Reduces presence of BPRI at policy forums that serve as outlets for research products. Reduces BPRI value to region and state
4	Reduce funding for departmental-hourly RA's	2,180	2,180				14384-2925-022BPR	Reduces research opportunities and financial support available to graduate students
5	Eliminate funding for half of a Thesis Fellowship per year	5,000	5,000	-	-		14384-2925-022BPR	Reduces research opportunities available to grad students interested in border research. Reduces BPRI value to region and state
<b>CENTER FOR INTERNATIONAL STUDIES</b>								
6	Reduce Prof Staff position	4,500	4,500	0.133	0.133	Professional	10200-3384-011FOS	FTE will be moved to self-sustaining fees. However, this limits funds in the Center for other areas, reducing productivity and efficiency
7	Reduce Classified Staff position	6,740	6,740	0.133	0.133	Classified	10200-2910-011CAS	FTE will be moved to self-sustaining fees. However, this limits funds in the Center for other areas, reducing productivity and efficiency
<b>OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, TESTING</b>								
8	Reduce operating budget in FOIR	6,771	6,771				14277-1415-081ZAC	Reduce supplies and travel. Carryforward dollars will be used to supplement as long as possible
9	Reduce operating budget in FOOSP	6,696	6,696				14040-2170-063OSP	Reduce supplies, travel, including support for Writing Committee, Center for Instructional Innovation and other professional services
10	Classified staff salary reduction from .75 to .675	3,050	3,050	0.075	0.075	Classified	10200-2170-042AXS	Reduction in hours
11	Close Scoring Services and Teacher Evaluations for Summer Quarter--1 staff position, 1 temporary position	6,060	6,060	0.150	0.150	Classified	10200-2170-063OSP	No tests will be scored nor Teacher Evaluations processed for Summer Quarter. Affected staff will move from 12 to 9 months. Will move to fees if feasible

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 3.8% Scenario**

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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			
<b>SCIENTIFIC TECHNICAL SERVICES</b>								
12	Reduce operating budgets	15,870	15,870				14041-2180-011UIC	Reduced ability to support classroom and laboratory activities. Reduced ability to support research activities. Limits repair and replacement of equipment
<b>SHANNON POINT MARINE CENTER</b>								
13	Elimination of a vacant OA III position	13,442	13,442	0.500	0.500	Classified	10200-2150-011SPM	Elimination of this position will require closing the switchboard for 2 hours per day, having no clerical assistance or switchboard operations on secretary leave days, and elimination of some duties presently provided to faculty and students by the administrative office. The position is sufficiently critical to normal operations that it would be covered temporarily by transfer of the incumbent to be self-sustaining account, utilizing reserves maintained to cover emergencies and potential loss of revenue used to maintain operations at SPMC.
NOTE: An alternative plan will be used should a faculty member not return from leave. Will not be determined until May.								
<b>SPACE ADMINISTRATION</b>								
14	Reduce Administrative Position by 1/10th FTE	3,504	3,504	0.100	0.100	Classified	10200-2160-083GSA	It is anticipated that service requests from the colleges will decrease and that there will be slightly less work for the Admin FTE
15	Reduce the supplies and materials budget to achieve the required balance	368	368				14037-2160-083GSA	Loss of supply funding
<b>PROVOST's OFFICE</b>								
16	Elimination of vacant position	26,549	26,549	1.000	1.000	Classified	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
17	Position elimination in FTE	55,347	55,347	1.000	1.000	Professional	10200-2100-081ZAA	Position was created for a specific project. The project is now complete.
18	Position elimination in FTE	15,699	15,699	0.600	0.600	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
19	Position reduction in FTE	12,867	12,867	0.200	0.200	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
20	Position reduction in FTE	19,385	19,385	0.500	0.500	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

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**PROVOST/OTHER PROGRAMS - 3.8% Scenario**

**LINE 5 State Operating Budget -- Reduction Goal 3.8%: \$ 330,267 \$ 330,267**

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			
21	Diversity Fellow Reduction	41,761	41,761	1.000	1.000	Faculty	10200-2100-011DFS	Lost opportunities in diversity faculty recruiting
22	Reduction in Operating Budgets	7,694	7,694				14247-2100-081ZAA	Impacts level of maintenance & operating efficiencies as well as contributions to units and colleges
<b>Corresponding Benefits from Pooled Benefits</b>								
23	Benefits corresponding to reducing a full-time position to part-time to be deducted from the pooled benefits budget at 16%**	8,977	8,977					
24	Benefits corresponding to permanently budgeted full-time positions (50% or greater) that are eliminated to be deducted from the pooled benefits budget at 28%**	42,783	42,783					
25	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.							
<b>TOTAL</b>		<b>330,268</b>	<b>330,268</b>	<b>5.391</b>	<b>5.391</b>			
<b>Balance (Over)/Under Reduction Goal (Line 5)</b>		<b>(1)</b>	<b>(1)</b>					

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 5% Scenario**

**LINE 5 State Operating Budget -- Reduction Goal 5%: \$ 433,218 \$ 433,218**

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			
<b>VICE PROVOST FOR UNDERGRADUATE STUDIES</b>								
1	Eliminate all but \$1k in Writing Center operating base	21,474	21,474				14019-2100-011WRC	Reduction in student employment; supplement from Writing Fellows fund and First Year Fee Fund
2	Reduce Center for Instructional Innovation operating base	1,000	1,000				14258-2100-011CII	Reduction ins student employment; supplement from First Year Fee Fund
3	Reduce Women's Studies operating base	3,000	3,000				14089-3525-011WOM	Reduction in travel, supplies and services
4	Reduce Center for Service Learning operating base	1,000	1,000				14229-2100-011SLC	Reduction in travel, supplies and services
5	Reduce Writing Instruction operating base	1,500	1,500				14380-2100-011WIS	Reduction in travel, supplies and services
6	Reduce Teaching Learning Academy operating base	2,200	2,200				14319-2100-011TLA	Reduction in travel, supplies and services
7	Reduce Honors Program operating base	304	304				14048-2950-011HON	Reduction in travel, supplies and services
<b>BORDER POLICY RESEARCH INSTITUTE</b>								
8	Reduce travel budget by two trips per year	1,862	1,862				14384-2925-022BPR	Reduces presence of BPRI at policy forums that serve as outlets for research products. Reduces BPRI value to region and state
9	Eliminate funding for one Thesis Fellowship per year	10,000	10,000	-	-		14384-2925-022BPR	Reduces research opportunities available to grad students interested in border research. Reduces BPRI value to region and state
<b>CENTER FOR INTERNATIONAL STUDIES</b>								
10	Reduce Prof Staff position	5,920	5,920	0.175	0.175	Professional	10200-3384-011FOS	FTE will be moved to self-sustaining fees. However, this limits funds in the Center for other areas, reducing productivity and efficiency
11	Reduce Classified Staff position	8,869	8,869	0.175	0.175	Classified	10200-2910-011CAS	FTE will be moved to self-sustaining fees. However, this limits funds in the Center for other areas, reducing productivity and efficiency

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 5% Scenario**

**LINE 5 State Operating Budget -- Reduction Goal 5%: \$ 433,218 \$ 433,218**

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			
<b>OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, TESTING</b>								
12	Reduce operating budget in FOIR	7,500	7,500				14277-1415-081ZAC	Reduce supplies and travel.
13	Reduce operating budget in FOOSP	10,490	10,490				14040-2170-063OSP	Reduce supplies, travel, including support for Writing Committee, Center for Instructional Innovation and other professional services
14	Classified staff salary reduction from .75 to .675	3,050	3,050	0.075	0.075	Classified	10200-2170-042AXS	Reduction in hours
15	Classified staff reduction from 1.0 to .917	4,524	4,524	0.083	0.083	Classified	10200-2170-063OSP	Reduction in hours
16	Close Scoring Services and Teacher Evaluations for Summer Quarter--1 staff position, 1 temporary position	6,060	6,060	0.150	0.150	Classified		No tests will be scored nor Teacher Evaluations processed for Summer Quarter. Effected staff will move from 12 to 9 months. Will move to fees if feasible
<b>SCIENTIFIC TECHNICAL SERVICES</b>								
17	Reduce operating budgets	20,883	20,883				14041-2180-011UIC	Reduced ability to support classroom and laboratory activities. Reduced ability to support research activities. Limits repair and replacement of equipment
<b>SHANNON POINT MARINE CENTER</b>								
18	Elimination of a vacant OA III position	13,442	13,442	0.500	0.500	Classified	10200-2150-011SPM	This part-time position covers daily period as switchboard operator and receptionist when part time secretary is not on duty, serves as full-time back up secretary when regular secretary is on leave, and covers a wide variety of clerical, budgeting, purchasing, personnel, and bookkeeping duties. Elimination of the position will require closing the switchboard for 2 hours per day, having no clerical assistance or switchboard operations on secretary leave days, and eliminatinon of some duties presently provided to faculty and students by the administrative offices. The positon is sufficiently critical to normal operations that it would be covered by transfer of the position to a self-sustaining account; utilizing reserves maintained to cover emergencies and potential loss of revenue used to maintain
19	Reduction in operating base	5,203	5,203				14036-2150-011SPM	
NOTE: An alternative plan will be used should a faculty member not return from leave. Will not be determined until May.								
<b>SPACE ADMINISTRATION</b>								
20	Reduce Administrative Position by 1/10th FTE 3-10-2009 Provost's Office/Other Programs Page 64	3,504	3,504	0.100	0.100	Classified	10200-2160-083GSA	It is anticipated that service requests from the colleges will decrease and that there will be slightly less work for the Admin FTE

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 5% Scenario**

**LINE 5 State Operating Budget -- Reduction Goal 5%: \$ 433,218 \$ 433,218**

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			
21	Reduce the supplies and materials budget to achieve the required balance	1,500	1,500				14037-2160-083GSA	Loss of supply funding and cell phone
<b>PROVOST's OFFICE</b>								
22	Elimination of vacant position	26,549	26,549	1.000	1.000	Classified	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
23	Position elimination in FTE	55,347	55,347	1.000	1.000	Professional	10200-2100-081ZAA	Position was created for a specific project. The project is now complete.
24	Position elimination in FTE	15,699	15,699	0.600	0.600	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
25	Position reduction in FTE	12,867	12,867	0.200	0.200	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
26	Position reduction in FTE	19,385	19,385	0.500	0.500	Professional	10200-2100-081ZAA	Impacts administrative services to colleges and provost units
27	Diversity Fellow Reduction	41,761	41,761	1.000	1.000	Faculty	10200-2100-011DFS	Lost opportunities in diversity faculty recruiting
28	Reduction in Operating Budgets	22,727	22,727				14247-2100-081ZAA	Impacts level of maintenance & operating efficiencies as well as contributions to units and colleges
29	Reduction in Diversity operating base	5,000	5,000				14004-1300-011ZAK	With decrease in Diversity Fellow, this follows. Will still retain \$15k for diversity opportunities
30	Student Travel operating base	1,000	1,000				14296-2100-011ZAA	Will decrease the number of students allocated funds to travel by 4
31	Reduce ADA operating base	5,000	5,000				14309-2100-011ADA	Will decrease dollars available for matching for ergonomic furniture and/or other supplies for special needs.
32	Reduce Faculty Senate operating base	1,000	1,000				14034-2136-081ISM	Reduces funds available for running the office - supplies, travel, etc.
33	Center for Pacific NW Studies operating base	1,000	1,000				14046-2920-011PNS	Operation is moving to Library. Funding for supplies is reduced
34	Reduce Math Center operating base	1,000	1,000				14017-2100-011MCT	Reduces funds available for student support
35	Reduce Reserve Base	38,546	38,546				14255-2100-011ZAB	Reduces funds available for one time opportunities

FORM A

**PROPOSED 2009-2011 REDUCTIONS**

Planning Unit:

**PROVOST/OTHER PROGRAMS - 5% Scenario**

**LINE 5**      **State Operating Budget -- Reduction Goal 5%:**      2009-10      2010-11  
**\$ 433,218**      **\$ 433,218**

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			

**Corresponding Benefits from Pooled Benefits**

36	Benefits corresponding to reducing a full-time position to part-time to be deducted from the pooled benefits budget at 16%**	10,269	10,269					
37	Benefits corresponding to permanently budgeted full-time positions (50% or greater) that are eliminated to be deducted from the pooled benefits budget at 28%**	42,783	42,783					
38	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.							
<b>TOTAL</b>		<b>433,218</b>	<b>433,218</b>	<b>5.558</b>	<b>5.558</b>			
<b>Balance (Over)/Under Reduction Goal (Line 5)</b>		(0)	(0)					

**FORM B**

**OPPORTUNITIES or NECESSITY FOR  
NEW INVESTMENT**

Planning Unit:

PROVOST/OTHER PROGRAMS

**STATE OPERATING BUDGET (State Appropriations & Tuition)**

Item #	DESCRIPTION	<u>Amount</u>		<u>New FTE</u>		Position Type	Fund-Org-Program Code	<u>IMPACT</u>
		2009-10	2010-11	2009-10	2010-11			Relationship to Unit's long term vision? University's?
<b>CENTER FOR INTERNATIONAL STUDIES PLANNING UNIT</b>								
1	Asst Director, Operations, CIS	57,318	57,318	1.000	1.000	Pro Staff		Ensure program stability with state-funded position for financial/business operations for Center.
2	International Student Services Coordinator	55,000	55,000	1.000	1.000	Pro Staff		Increase Western's ability to recruit and support international students on campus.
<b>SHANNON POINT MARINE CENTER</b>								
3	Computer Support Analyst I	23,398	23,398	0.500	0.500	Classified		<p>Marine science is an inherently technology intensive discipline and SPMC's location separate from the main campus adds to the need to have effective electronic systems of communication. Over the past 10 years, the use of technology instruments (hardware, software, networks, video conferencing, computer-driven instruments) has grown at SPMC from a handful of desktops, laptops and printers to over 85 pieces of hardware and a multitude of sophisticated applications of such instrumentation. Our distance from campus makes the need for on-site capability to maintain and troubleshoot this function essential. The situation is likely to become more acute as technology becomes ever more pervasive and sophisticated. Presently SPMC has assigned about a one-third FTE of a Marine Scientist position to deal with this challenge. It has proved totally inadequate to the level of support required. The result threatens SPMC productivity and our continued ability to obtain grants and contracts, either because proposal reviewers become aware of our deficiencies or because we simply cannot pursue opportunities due to our lack of reliability in technc</p> <p>A one-half time classified position located at SPMC will resolve these problems for the foreseeable future.</p>
4	Public Education Specialist	32,500	32,500	0.500	0.500	Professional		<p>There is both a need and opportunity for SPMC to develop and implement a more effective public education program. The appetite is insatiable locally for SPMC to provide lectures and demonstrations to public groups on matters pertaining to local marine environmental issues, to provide lessons in marine science in local schools, and support activities such as high school oceanography clubs and the Marine Skills Center. Such activities will promote WWU's presence in and value to Skagit County communities in a wholly productive manner, raise the visibility of SPMC locally in a manner that could generate a more effective donor program, and be consistent with our mission to engage our excellence beyond the borders of our campus. SPMC is presently precluded from such activities due to a lack of staffing necessary to plan and implement such programs. The situation will become even more acute if the Assistant Director position is removed from SPMC, a principal portfolio of which has been community involvement.</p>

**FORM B**

**OPPORTUNITIES or NECESSITY FOR  
NEW INVESTMENT**

Planning Unit:

PROVOST/OTHER PROGRAMS

**STATE OPERATING BUDGET (State Appropriations & Tuition)**

Item #	DESCRIPTION	<u>Amount</u>		<u>New FTE</u>		Position Type	Fund-Org-Program Code	<u>IMPACT</u>
		2009-10	2010-11	2009-10	2010-11			Relationship to Unit's long term vision? University's?
<b>SCIENTIFIC TECHNICAL SERVICES</b>								
5	Instrument Technician	51,640	51,640	1.000	1.000	Classified		The Scientific Technical Services (SciTech) advisory committee recognizes the need to adequately support the use of scientific
<b>SPACE ADMINISTRATION</b>								
6	Physical layout changes	130,000	130,000					The university should expect to see increased need for physical layout changes in the coming biennia. Organizational changes will significantly impact physical layout as departments revise their method of service delivery. This cost estimate is based on 400 employees moving once over two years. Estimated costs per employee include telecom, data, signage, Maintenance & Operations Assistance and furniture procurement in support of space efficiency gains.
<b>PROVOST OFFICE</b>								
7	Promotion and Tenure Increases	185,531	371,062					As determined through review process
8	VING! Lease (Holly Street Dance Classrooms)	51,000	51,000					Presently funded by course fees. Needs to be made part of the permanent central lease funding.
9	Director of Institutional Research	100,000	100,000					The need for data is essential if the University is to move forward towards its goals. The present configuration needs better direction if it is to succeed.
<b>Corresponding Benefits for all New Positions (to be paid into Pooled Benefits)</b>								
10	Benefits corresponding to adding a part-time positions (less than 50%) at 16%	29,685	59,370					
11	Benefits corresponding to adding a full-time position (50% or greater) at 29%.	89,560	89,560					
12	Limited Term Faculty positions are a special case. Please contact Diana Cline xt 4762 for benefit amounts related to LTF.							
<b>TOTAL</b>		805,632	1,020,848	4.000	4.000			