

**State of the University Address**  
**October 2, 2007**  
**Dr. Jerilyn McIntyre, President**

Thank you all for being here for this annual state of the university address.

**Introductions:**

1. Trustee Patricia Notter
2. Members of the President's Cabinet
3. Members of the ASCWU Board of Directors
4. Executive Interns:

And, of course, my husband David Smith.

There are 60 new faculty at CWU this year—either new to the university, or new to the position they hold. During the past year, 8 faculty retired and 16 left the university for other reasons. I'd like to invite all of the new faculty who are here today to stand and be recognized.

There are 49 new members of the classified staff. During the past year, ten classified staff retired and 43 left the university for other reasons. Would our new classified staff please stand and be recognized?

There are 17 new exempt employees. During the past year, 5 exempt staff retired and 22 left the university for other reasons. I'd like to invite our new exempt employees now to stand and be recognized.

We welcome our new colleagues, and send our best wishes to those who left the university during the 2006-2007 year.

At the same time, we once again are saddened by the loss of valued colleagues, friends and family members. This year, at our annual memorial ceremony, held the day after the Memorial Day Weekend, we honored and said goodbye to 57 students, faculty, staff and friends of the university who died during the preceding year. Since then, we have lost several other treasured members of the university family. We remember them all with gratitude and affection.

Each year, on this occasion, in issues of Central Connections and in the President's Report as well as in my regular reports at meetings of the Board of Trustees, the university highlights and acknowledges the singular successes of the university as a whole, and of individual faculty, staff and students. What clearly emerges from that every year is a continuing record of significant accomplishment and service.

Congratulations and thanks to all of you!

Regarding other data that we usually report each year: we continue to have a solid record of achievement in the number of grant proposals submitted and funded. During this past year, a total of 115 grants were submitted to external funding sources

by 75 different faculty and staff requesting a total of \$13,030,832. Of these, 64 were funded, 23 were not funded, and 28 were still pending at the end of the fiscal year. The total amount of grants funding for the 2006-2007 fiscal year was \$9,563,276. This is an impressive achievement, and represents a 43.9% increase from last year's award total. Congratulations to all involved in these grants activities.

The statistics regarding our students continue to be strong. The figures for the tenth-day freeze indicate that our enrollment of full-time equivalent students this fall is 9,478, a headcount of 10,455, with 8,008 FTE at Ellensburg and 1469 FTE at the centers. (That's a headcount of 8,434 at Ellensburg and 2,021 at the centers.) The percentage of minority students in the entering class is 19.5% and for the university overall, the figure is 19.2%.

What is striking is that the headcount—the number of students enrolled—is quite a bit higher than the FTE, which suggests that for some reason students are not taking a full load. To the extent that we may be able to address this by offering additional sections, or admitting additional students to available sections, we need to try to bring those totals closer together.

In general, all state institutions are seeing a leveling off of enrollments. This isn't particularly surprising; indeed, this is a trend that we have talked about in this setting and others for several years. You may recall a couple of biennia ago; the state was predicting growth in enrollment fueled by the graduation from high school of children born to baby boomers. I also mentioned national statistics making much the same prediction. In both cases, it was predicted that those enrollments would level off around the year 2008. This appears to be taking place around the state. At the same time, transfer enrollments continue to be down around the state, perhaps stemming among other things from the decline in community college enrollments that began a few years ago. In all likelihood, the fact that the economy is strong may also play a part. Students often "stop out" to work for a few quarters in a strong economy.

All of this comes at a time when state support for enrollment comes closer than it has in many years to funding the actual enrollment we have...funding that comes with stipulations about where the money should be directed, with particular emphasis on enrollments in certain high-demand fields and professions.

To summarize where we stand with enrollments: our enrollment this year will still be well above our state-funded enrollment target. And that's good: this year, in contrast to the past few years, with the additional 260 FTE the state funded, we will come close to having the amount of money from the state that we actually need to support the number of students who are attending CWU. What this also means is that the directed funding we will receive next year can be planned for—and we can recruit for the kinds of FTE the state is directing us to support.

But keep this in mind: Our funded enrollment for next year will be 9,322. And the conditions associated with the increase in our funded enrollment both this year and next are significant: for all of this additional enrollment we are being asked to account to the state how many high-demand FTE have been produced by the funding we have received and where we have directed or will direct our resources in order to generate those additional FTE.

For this year, we will be building on a base of support for the student body we currently have here. However, for the 2008-2009 academic year we will need to adhere to the state's request that we grow our enrollment another 370 FTE, with many of the FTE in specific areas and disciplines they have designated. Both Provost Soltz and Vice President Tullos and their respective management teams are working on enrollment planning and recruitment scenarios that will enable us to meet that goal with targeted recruitment, increased attention to retention initiatives, and a commitment to growing enrollment at the centers where some of the high-demand capacity can be nurtured and developed.

All of this places new emphasis on several questions that I have posed to this gathering in the past, and that have guided institutional planning for several years. These questions initially were presented to the campus as long-term trends and issues we needed to take into account as we developed our 2006-2011 strategic plan, and our other unit plans. However, the way state funding is being targeted, leading to our enrollment planning focus for this year suggests that these questions should now move more aggressively into the foreground as questions that guide our thinking for the immediate future and beyond.

Because those questions must continue to guide our planning, let's review what they are:

1. Who are our students likely to be?
2. What coursework will be in demand by society and by our students?
3. What will be the role of technology in instruction and how will it transform student learning?
4. What should be the direction and role of our undergraduate and graduate missions in the future?
5. How large should our Ellensburg campus and centers be?
6. What kinds of entrepreneurial or resource-enhancing activities should we pursue to provide the additional revenue our expanded mission may require in the future?

It is clear, from enrollment trends that have materialized as predicted, and from the state's commitment to fostering enrollment in certain fields, that the answer to the first two questions will be shaped by the way we respond with thoughtful and aggressive recruitment of students in targeted areas, and with targeted competencies. That doesn't mean we should disregard student interest in other areas. And we still need to be mindful of population trends that will be significant in the future. For example, as we have noted in the past, we know there will be growth in the senior citizen population and in our nation's overall diversity. We should continue to devote some of our planning to developing programming and other dimensions of campus life that will appeal to the growing population of seniors; and we need to continue our already-very successful efforts at providing access and opportunity for underrepresented segments of the population.

What we do need to keep in mind, however, that our state's approach to funding specific workforce and high-demand needs will likely continue—guided in part by some of the emphases of the Washington Learns report that I discussed with you on this occasion last year. You may recall that Washington Learns lays out the need for

Washington to be competitive with other global challenge states. To meet that challenge, the competition for funding and the directions for its use will both grow.

A recent analysis by the American Association of State Colleges and Universities, noted that “regions best positioned to be at the forefront of the global knowledge-driven economy have recognized that creating and sustaining a highly educated, innovative and productive workforce requires a commitment of public resources to infrastructure that generates entrepreneurship and economic growth, including...public higher education systems.”

Unfortunately, that support might not always be there. As the AASCU analysis goes on to say, “(a)t a time when a dramatic increase in human capital is needed, public investment in the education system is failing short....On average, states invest \$208,264 to educate a citizen through the 12<sup>th</sup> grade, yet this commitment shrinks to \$20,376 for those earning a college degree.” This is in spite of evidence that “those with a four-year college degree are better positioned to compete economically” in the world of the 21<sup>st</sup> century. (May 2007, p. 2)

Other trends—ones that continue to be reliable here as elsewhere--are in the fields, disciplines and degree levels that will in greatest demand over the next generation; in the policies and the level of state and federal fiscal support for public higher education; in the increasing impact of technology on students’ instructional and campus lives; and in competition from other providers of academic and professional training.

Strategic plans from units across the university—in academic affairs, business and financial affairs and student affairs in particular—have addressed components of those issues. Bringing together those various units plans into an integrated vision for the university as a whole will help us coordinate our efforts and the directions we follow for the next several years. That’s why the completion of the integrated strategic planning efforts is one of my top priorities for this year.

At the same time, the continued importance of interdisciplinary studies and the need for us to focus on developing areas of excellence at Central suggests the importance of continuing our Spheres of Distinction funding program for another year. Through that initiative, we have been able to help a wide variety of outstanding and exciting interdisciplinary and even cross-divisional efforts that truly set Central apart from its local and national peers. The campus response—both in the quality of the proposals submitted, and in the comments I have heard from many of you—suggests that this initiative is providing valuable support for excellence and innovation across the university.

As we continue to keep in mind the other questions I have posed—questions that have also guided our conversations about planning over the past several years—there are a couple of specific goals for the 2007-2008 academic year that I would like to highlight.

1. Clearly we need to meet our budgeted enrollment targets by directing the growth of the university toward goals that we feel reflect the distinctive qualities of this institution and at the same time that they are responsive to the global challenge and

high-demand forces that are driving statewide education planning. Our goals must also provide answers to the questions that have guided our thinking over the last few years. To accomplish that, we need to complete planning activities that integrate unit planning and university decision making into a university-wide integrated plan that will provide a comprehensive roadmap for our future. We are very close to achieving this.

2. We need to develop and mature entrepreneurial or resource-enhancing activities that will provide the additional revenue our expanded mission may require in the future.

This is essential to our future, both for the immediate and the long-term future, because of trends that are apparently nationally as well as regionally. Frank Rhodes, president emeritus of Cornell University, writing a decade ago in The American University: National Treasure or Endangered Species, notes that, to some degree, universities may well be an endangered species. His observation is still valid because, as he said,

“..the external environment of the university has changed. It has changed relatively rapidly and markedly in a way that suggests we are facing not a temporal fluctuation but a fundamental structural change to which we must adapt or face decline.” He goes on to point out that “competing societal needs mean...that funding constraints will not only be with us for some appreciable time but that they may well grow even more severe.” The consequence, according to Rhodes, is that “universities must help themselves if they are to be effective.” (pp. 165-166)

That’s exactly what we intend to focus on even more in the future. And as we do, we intend to point out the many ways we benefit the citizens of this state.

We already know that our economic impact on the state and the region are considerable. This summer we published a report on “The Economic Impact of Central Washington University” which described the impressive total of direct, indirect and induced economics impact of CWU on the state and on Kittitas County. Using data for FY 2006, the most current data at the time the study was done, we identified \$370 million in economic impact statewide, \$251 million in Kittitas County, \$47 million in state and local tax revenue and \$6.6 million in research grant funding.

But the university’s impact is obviously more than that. Our faculty, staff and students are actively involved in research and community service, and our campus provides activities and opportunities for cultural enrichment for both the campus and the community. And the economic impact on our students is profound and long-lasting: our 2006 entering class will enjoy over \$1.5 billion in increased lifetime income, resulting in \$382.1 million in taxes and fees paid to state and local governments. So what we contribute as an economic resource is already a profound part of what we do.

We have identified other ways we can leverage our mission as a university to provide support for our local economy at the same time that we make available opportunities for entrepreneurial research for our faculty and staff. This past year, the university’s Board of Trustees took an historic step in the history of this university when it approved establishment of the Central Washington University Research Foundation, whose role is to encourage CWU’s faculty, staff and students to serve as an intellectual resource to the state and the region in solving human and environmental problems

through economic development. Among the activities that will be particularly important for the CWURF will be the management of the Central Washington Innovation Park. One of the goals of the Central Washington University Research Foundation this year will be to take the organizational steps that will get the Central Washington Innovation Park fully up and running. The purpose of the Innovation Park will be to provide a setting and a structure within which the application of university research and service to regional economic and cultural needs can be nurtured and leveraged.

Another significant way for the university to help itself is through private fundraising. The past couple of years, I've described the steps we have taken to embark on Central's first comprehensive campaign. Today, I have the pleasure of announcing a significant milestone in that campaign.

We begin today the public phase of that campaign. At the campaign kick-off at the SURC this Friday, October 5, we will honor an individual and a company whose philanthropy has significantly aided CWU over the years. At the same time, we will celebrate as the spirit of philanthropy that has benefited the university over the years even as it has gained visible momentum over the past two years.

Coinciding with today's announcement is the publication of a campaign case statement. Also an accompaniment to the campaign will be publication later this fall of the history book I commissioned in 2003, following the recommendations of the History Book Committee. Entitled By Teaching We Learn: The Evolution of Central Washington University, the book describes the strong base on which CWU was built, and the changes it has undergone over its nearly 120-year history.

Over the next several months there will be a wide variety of other campaign activities, to build excitement and momentum for the successful completion of the campaign.

Before I announce the goal we hope to achieve by the end of the campaign, let me review a bit of history: you may recall that we began this initiative with a feasibility study—as all such campaigns do. The feasibility study done for us by a fundraising consultant identified campus priorities of interest to potential donors and set a fundraising goal for our initial campaign. Based on the recommendations in that study, we set a tentative goal which the feasibility study felt could be raised over a five-year period. From all of the evidence the feasibility study compiled, the fundraising goal was selected because it would be a significant but achievable stretch above the annual amounts we had been raising before the campaign.

Based on all of this preliminary work, Central Washington University launched the silent phase of its first comprehensive campaign in July of 2005.

Now well into its third year, the campaign has made great strides in making connections with friends and alumni and raising funds to help the university achieve some of its most important strategic goals. The feasibility study helped the university identify the three areas that would bring together the university's needs with the interests of friends and alumni. It is toward these three areas that the campaign is directed:

- Student Scholarships and Student Life Initiatives: Scholarships are particularly important at a school like ours where more than 40 percent of our students are the first in their families to go to college. This initiative will fund department and college scholarships, presidential scholarships, graduate fellowships and stipends, loans, and study abroad awards.
- Faculty Enhancement: CWU prides itself on the quality of the faculty and the mentoring they provide to our students. We hope to use money for this initiative to attract and retain outstanding faculty in today's highly competitive marketplace.
- Central Impact Programs: We've identified several projects as special opportunities for funding. These include the James Brooks Library, the William O. Douglas Honors College, athletics, and programming in the arts— among others that might be of interest to potential donors. These are projects that provide visibility to the campus at the same time they provide academic and cultural enrichment for our students. We think this campaign is narrowly enough defined to achieve important goals but at the same time broad enough to allow each person to see within it his or her own passion and to extend their philanthropy to it.

I'm pleased to announce that, as a result of the generosity of alumni and friends of the university already in the silent phase of the goal campaign, we are able to raise our sights considerably above the original fundraising goal derived from the feasibility study. And we will be able to achieve that new goal in three years, not in the original five years the feasibility study originally said would be necessary.

The goal of "Transforming Lives: The Campaign for Central Washington" is now \$21 million, to be raised in a three-year campaign whose final phase—the public phase of the campaign—begins today and concludes June 30, 2008.

The value of taking this step at this point in our history cannot be overstated. Much is at stake. To once again quote Cornell's Frank Rhodes, "The university as we know it in this country is one of the great creations of the human spirit, created here over a period of 350 years, but acknowledging its roots in Europe nine centuries ago. The distinctive American university is a remarkable institution: part private, part public, part planned, part opportunistically emergent, proudly independent, self-confident, inventive, creative, and competitive. It is, perhaps, the one institution in our nation that is by common consent agreed to be the best of its kind in the world...."

Those of you who attend commencement each year will recall that, at the end of those ceremonies, I remind graduates that they are part of the proud university tradition. At Central, we intend to do our utmost to help that proud university tradition survive and prosper. Private fundraising can help us do that.

This is an exciting time for Central, for many reasons. It's a period of dynamic growth, change and opportunity. And you are all a big part of the story. Thank you for all that you do for CWU and the many ways every one of you contributes to the excellence and the distinctiveness of this university.

As I conclude, I'd like to remind everyone that the Performing Arts and Presidential Speaker Series will begin soon, with historian Patricia Limerick's lecture October 17. And the One Book/One Campus initiative, which this year coordinates with

the “Lessons from History” theme of the PAPSS, tomorrow night will bring to campus Timothy Egan, the author of The Worst Hard Time, this year’s One Book/One Campus selection. His address will be at 7 p.m. in the Student Union Ballroom.

I hope to see many of you these and other campus activities throughout the year.

Thank you for your attention. And now I invite your questions—after which I invite you to stay for refreshments and conversations in the lobby outside.