

**State of the University Address  
Central Washington University  
Dr. Jerilyn McIntyre, President  
October 2, 2003**

Thank you all for being here for this annual state of the university report, in which I describe Central's major accomplishments for the previous year, and identify directions for the coming year. At the conclusion of my formal remarks, I'll invite your questions. To assist me in answering questions, I'll be calling on the provost and the other members of the president's cabinet.

Let me introduce them to you at this time (Introduce members of cabinet: Provost Soltz, Vice Presidents Tullos, Corona, Baker, and Executive Assistant Street).

Also joining us today is Ken Martin, Chair of the Board of Trustees and members of the ASCWU Board of Directors.

There are 29 “new” faculty at CWU this year. You may notice some familiar faces among them because a few of them already have served the university in temporary or part-time positions. (I'd like to invite all of those who are here today to stand and be recognized). There are 21 new members of the classified staff. (Would they please stand and be recognized?) There are 16 other new administrators. (Would they please stand and be recognized?)

As we look ahead to the new year, it's appropriate to think both about our accomplishments for the past year, and about the context to which we will have to respond in the next year and beyond.

In previous years, you may recall, I have described this as our annual “report card” and linked my discussion of accomplishments and challenges to specific goals and subgoals of the university's strategic plan.

That plan—and those goals and subgoals—continue to provide the framework—the roadmap, if you will—for our planning and our assessment of our progress. Indeed, this year, we will be running a pilot of specific performance indicators in all divisions of the university to allow us systematically to measure our progress against the strategic plan.

However, today, as we continue to keep in mind the strategic plan and its goals, I want to structure my remarks in a slightly different way because of the importance of the economical and political environment in which we set our direction for this year and beyond, and because of the need to tie our vision for the future to our accomplishments thus far. I want us to focus not so much on the road map, but on our destination. I want to talk to you about where we are going and why.

Let me therefore begin with a few words about context. Higher education in general is constantly in a state of flux. That's the way it's supposed to be; our higher education institutions are supposed to be dynamic and continually responsive to the changes going on around us in society. Indeed, through

our research and our teaching of the next generation of workers and citizens, we even create some of that change. So responding to change is part of our mission in society.

However, probably more than any time in my life as an administrator, I see higher education conferences, organizations, and other agencies—including our state legislature—engaged in strategic and comprehensive deliberations about the nature and the extent of the external forces affecting higher education, and how colleges and universities should manage the changes needed to adapt to those forces.

Jane Wellman, writing last year in *Trusteeship*, the official publication of the Association of Governing Boards (a publication for college and university trustees), provided a description of the political and economic conditions affecting us that is as succinct and as thorough as any I've seen:

Public and independent colleges and universities are facing a fiscal and demographic crisis that has significant long-term implications. State revenue shortfalls are resulting in cuts for higher education; students from the baby-boom echo are entering college; myriad immigrants and first-generation college students are now seeking higher education; and millions of workers need to upgrade their skills. ...Thus a double whammy: the challenge of doing more for many more with much less—and the challenge of accomplishing all that while maintaining the integrity and value of the world's finest higher education system." (July/August 2002, p. 21)

That's the backdrop for Central, as for all of the public and private colleges and universities in Washington State and throughout the nation. It should also be the backdrop of our thinking as we reflect back on our accomplishments, and look ahead to what we hope to accomplish in the near and longer-term future. For that reason, I'm asking the campus to think about how we can "transform the university" in order to respond to the challenges and the opportunities that surround us. Our emphasis as we think about appropriate transformations of the way we do things should not simply be on change—but on change that reinforces our commitment to excellence in all aspects of our academic and campus life.

As with any transformation, it helps to know the foundation on which we will be building. And that's why our current record is so important—and so encouraging. We have a foundation of strength to build on, as we look ahead to a changing and dynamic future.

## **I. Our Record of Achievements**

As you all know, the 2002-2003 academic year was full of great individual and collective accomplishments.

I hope you had an opportunity to look at the slide show as you entered the auditorium today. In it, you were able to see a very small sample of the outstanding individual accomplishments of our faculty,

staff, and students during the past year. Please join me in acknowledging the accomplishments of our faculty and staff colleagues and of our students.

We've had collective achievements as well. Our success in the legislative session, in private fundraising, and in obtaining funds through federal grants and contracts have all helped us move forward on our goals of providing an outstanding student and campus life at the Ellensburg campus and at our university centers, and developing a diversified funding base to support our academic and student programs.

**Legislative Session:** During this legislative session, 196 FTE were restored to our operating budget base, providing \$1,050 million of additional income each year of the biennium. Additional funds were also available through allocations to OFM and the HECB. Our proposals funded an additional 168 FTE in targeted programs and activities—81 for transfer articulation, for an additional \$631,800 each year; and 87 for high-demand enrollment, of which 62 were funded in the first year of the biennium for an additional \$447,852.

We had success as well in the capital budget, through funding for new buildings and building projects: Music Building Phase II, Highline Higher Ed Center, funding for infrastructure improvements—notably the Walnut Mall upgrade. Our success with the legislature has been a real team effort. So, please join me in congratulating Ann Anderson, Jim Huckabay, members of the president's cabinet, and other university staff and students whose time and efforts led to such a successful legislative session.

Previously funded projects also were completed this year: The grand opening for the Yakima Higher Education Center was held in September. The grand reopening of Kamola is scheduled for Saturday, November 18. In November, we also will celebrate the re-opening of McConnell after its upgrades—including replacing state rigging and flooring, installing new catwalks, improving lighting, and installing fire alarms and a fire sprinkler system, plus transforming a storage room into a rehearsal theatre—all of which improve the theatre department's ability to mount productions. And we completed a new east campus service drive and other improvements, which will provide access to emergency vehicles and add 40 parking stalls. Overall, the university created nearly 400 new parking stalls around campus during the summer.

Of course we have had other capital projects underway, funded from auxiliary and student fee revenues. In fact, there are so many projects that a link has been established on the university's web site under the "Construction News" icon that appears on the home page so you can follow what is going on and also know where construction fences and construction sites are located, so you can plan your routes around campus.

- ✍ Completion of the new student union building and recreation facility is scheduled for spring, 2006.
- ✍ Music building occupancy is planned for fall of 2004.

- ✍ Renovation and improvements in Sue Lombard, to increase bed capacity to 108 beds, and address seismic, life safety and accessibility problems, is to be completed September 2005.

We're looking ahead to future building and renovation as well. We already are developing funding goals for the legislative supplemental session in consultation with deans, directors, and unit heads in all divisions. And for the next biennium, we are starting the process of developing our capital priorities list and our operating budget proposals. That process will unfold throughout the year, through our regular channels of consultation.

**Private Fundraising:** State funding and capital funding are not our only successes. Private fundraising also exceeded targets we had set for ourselves: working against a \$2.0 million goal in FY 2003, we received \$3,368,847, a 111 per cent increase from the previous year. Of this, \$2.4 million is from gift and estate planning. We also had a 12.4 per cent increase in the number of donors up to 5,506. The Student First Initiative raised over \$2.5 million on a goal of \$1 million last year. There will continue to be a major effort to raise money for scholarships for our students, including through naming opportunities in Kamola and the SUB/REC. Another campaign is underway to secure scholarships for music students and to purchase equipment – not included in the state allocation -- for the new music facility. Individuals will have the opportunity to place their names on auditorium seats in the recital hall in return for a specified contribution to the campaign. We continue to work with our Foundation Board to focus and expand their fundraising efforts.

**Federal Grants and Contracts:** We had another record year in garnering federal grants and contracts. Wayne Quirk, Associate Vice President for Graduate Studies, Research, and Continuing Education, reports the following numbers. In FY 2003, 59 different faculty and staff submitted 109 grants and requested a total of \$10,857,199. Of these, 58 have been funded and 30 are still pending. The funded total so far is \$6,590,055—a 53 per cent increase over the average of the last five years. Dr. Quirk says, “Most impressive is the percentage of our grant funding that is coming from highly competitive federal sources. It sets us apart from other schools that are similar to ours in size and mission. It also indicates that our faculty are successful in the most selective grant programs, many of which have a funding rate of only about 16-20 per cent.”

**Marketing Campaign:** The marketing campaign and web site upgrade is also well underway. A few bugs remain to be worked out: most recently it has become apparent that we all need to understand that publications of all kinds--even those produced at the unit or department level--must be approved by our Public Relations department, in order to make sure those publications conform to the brand and image guidelines that we developed as part of our integrated marketing plan. This simply means that you need to leave enough time in your production schedule to allow for that review--which should take only a day or two. The marketing plan overall, however, is already expanding the visibility of the university, and getting the word out about the accomplishments of our programs, students, faculty and staff. Please take a moment to join with me in congratulating those faculty and staff who were involved in all of these efforts and record-setting accomplishments.

**Student Life Programs:** We also have areas of excellence in student life programs. Our admissions office continues to do an outstanding job of interacting directly with high school and community college staff and students to tell Central's story. They also are continuing to focus on increasing the academic credentials of our freshman class by recruiting heavily and providing scholarship assistance to students at the top of their graduating classes. And they are attempting to increase the ethnic diversity of our student population through aggressive outreach.

I told you last year about the first year experience put together by our people in several offices in student affairs, and especially in Housing, Residence Life and New Student Programs I continue to believe that is one of the finest programs in the nation. As a reminder of all that it includes: we have a summer orientation, attended this summer by 1,295 freshmen and 442 transfer students. 1,514 family members and guests accompanied students to those orientations. The Wildcat Welcome Weekend, held two weekends ago just before the first day of classes, built on those orientations with lectures, entertainment and a variety of student activities designed to make students feel at home and to prepare them for success both inside and outside the classroom. The weekend culminated with students attending sessions that would give them credit in their University 101 classes. The first six weeks of fall quarter continue with a series of weekly meetings and discussions on topics ranging from how to pick a major to the dangers of substance abuse.

There are now 18 faculty mentors, each assigned to a specific residence hall, who work with students and residence hall staff on programs that encourage students within that residence hall community to interact. There are growing numbers of academic interest areas in several residence halls—some for freshmen and some for upperclassmen—where faculty from specific departments or colleges help residence hall staffs provide living-learning opportunities. Kamola is the latest residence hall to feature student interest groups, with living-learning opportunities for students in the Douglas Honors College and for honors students in music, theatre, flight technology, education and the natural sciences. 223 students are participating in living-learning academic interest areas this year. Areas other than those I've already mentioned include education and geological sciences, as well as an international house.

These outstanding new student programs have a great impact on our goal of “providing for an outstanding academic and student life” at CWU. Significantly, they also enhance retention of students. The Retention Action Team a couple of years ago set an ambitious goal of improving CWU's freshman retention rate to 80%. Last year's rate was 74.7 per cent which already is quite good in national comparisons—up from 72.7 per cent the year before. So, in assessing our growth enrollment, consider this: the size of our entering class this year was held to about the same as it was last year. Our largest growth this year is in the size of the senior class, which is up over 290 from last year. Much of our growth overall is owed to retention, and to an increase in the number of transfer students.

**Impressive Enrollment Numbers:** All of these add up to some impressive enrollment numbers: this year we will have one of the largest freshmen classes in our history—and it is certainly the most diverse and academically talented in our history-- and the largest total enrollment in our history. As of this morning, our projected annualized enrollment for the year is 8,737. Last year's annualized

enrollment was 8,106. We have added capacity for this additional enrollment because of Herculean efforts by deans, department chairs, faculty and staff throughout the university: This has been another team effort, and one we should publicly recognize.

**Peer Comparisons:** We've also received recognition for improved academic and student quality: US News and World Report rating among the top twelve public regional comprehensive-master's universities in the west.

Our ability to benchmark our achievements in these and other areas will be enhanced because of another development: the creation of a new peer list that includes other comprehensive, masters granting, public institutions with missions and emphases similar to ours. This effort was encouraged by the COP--because the peer list we have been working with was the HECB list of about 276 institutions--obviously a very cumbersome list, and not always productive of meaningful comparisons.

This past year, we developed a list of peers that came from US News and World Report Tier 1 and Tier 2 schools, are similar to us in size, and are located in rural or small to medium urban settings, emphasizing education and business, and representing all regions of the U.S. We'll be using the list in our own goal setting and in communicating about our relative position to legislators and other state officials.

**Mutually Beneficial Partnerships:** We continue to build mutually beneficial partnerships. We, of course, have many with the city of Ellensburg (expanding this year into discussions of ways we can collaborate to aid in economic development activities for the community), but also with Boeing and other industries through cooperative education programs, and with school districts around the region in a variety of teacher training initiatives.

## **II. The Challenges and Opportunities Facing Us**

We've talked about accomplishments. But there are plenty of challenges and opportunities ahead for the coming year. At the fall faculty meeting a couple of weeks ago, we began the campus discussion of the way to match our vision for our future with steps we need to be taking now. Here are some of the elements I asked that gathering—and I ask all of you—to consider:

Our vision for the future will require us to maximize our strengths and minimize the negative impact of the challenges that surround us. As we move into the future, we'll need to respond actively, not passively. We'll need to take advantage of our exciting possibilities, and be willing to embrace the opportunities the future presents. We'll also need to take steps to achieve the specific enrollment target we've set. We've set a goal of 10,000 FTE by year 2010, 8,000 at Ellensburg, 2,000 at our centers. To achieve this goal, we need to plan the programs and the locations where we can and should grow, and set in place the steps that will allow us to accomplishment that growth responsibly. We also must begin a genuine rethinking of how we do business

Over the next several months, I am asking the campus to consider the following:

- ✍ What is the context of expectations, possibilities, and needs within our state and our region that could provide some of the directions for what we are able to do?
- ✍ What are our strengths?
- ✍ What are our weaknesses?
- ✍ Which of our programs and activities can be turned into campus-wide academic and programmatic initiatives and centers of excellence-- inter-disciplinary, cross-divisional or interdepartmental?
- ✍ What areas of experimental, revenue-generating possibilities would tap our strengths and respond to external forces and needs in our communities?

### **III. Challenges and Goals for the Future**

We already have set many goals for the future and anticipate new challenges. Here is a very short list of challenges and goals for the future:

- ? We must complete the construction of the SUB/REC project.
- ? We must continue our implementation of the PeopleSoft student records component. However, we're already well under way. According to Don Diebert, "The PeopleSoft Student Administration project is on schedule and within budget for completion in fall of 2004. As of this September, admission applications for fall 2004 are now managed on PeopleSoft. Additionally, this past year the human resources system was upgraded to a new Web-based system and the financial management system end user reports were significantly improved."
- ? We know that we haven't achieved the level of diversity we'd like in our student or staff populations and we haven't come as far as we need to in integrating diversity and multiculturalism into our curriculum.
- ? We are faced with increasing enrollment in a depressed funding environment. We are still working with other institutions and other agencies to develop an initiative to take this issue more broadly to the people of the state and eventually to the legislature.
- ? We've been challenged twice by our regional accrediting body to describe, more clearly, the role of graduate education at CWU. We still haven't tackled the question fully and need to do so in the very near future.
- ? I've talked on several occasions over the past three years about the fact that we need to establish a center for excellence in teaching—to provide mentoring and other support for faculty in their teaching mission. This came up as well in discussions in some of the breakout sessions of the fall faculty meeting. I hope we can move forward to make this happen this year.
- ? We know we need to continue our efforts to tell our story better and more broadly. So, I am once again encouraging deans, directors, and unit heads to help promote the accomplishments

of the members of your units and let our university relations office know what's happening so they can get the word out. In this connection, the president's report, cultivation events, and alumni activities help to build important networks through which we can make ourselves more visible to our friends and alumni.

- ? We must maintain our leadership in the field of education. As you know, CWU was one of a very small group of institutions of higher education to complete its last NCATE review with no weaknesses. But we are already entering the next phase and preparing for our next NCATE visit.
  
- ? And, with regard to our ongoing focus on developing and sustaining productive, civil and pleasant campuses and workplaces.
  - o Our ombudsperson, Donna Kramer, has been very busy responding to requests for information mediation. Thanks to her, we now also have a cadre of trained campus mediators who are available to provide training to interested units and small groups. And this year she is developing cooperative problem-solving workshops, being offered each quarterly to interested employees.
  
  - o Last year's presidential speaker's series focused on diversity. This year's theme will be globalization. Our goal is to bring speakers with outstanding name recognition to campus, and as was the case last year, we invite faculty and staff involvement in planning ways to incorporate these events into workshops, class assignments and campus discussions. I invite you to submit names of potential speakers to Libby Street.
  
- o As I mentioned earlier, diversity continues to be important to the university. We have focused on instilling diversity in the curriculum, on recruiting and retaining a diverse student body, and on increasing diversity in faculty and staff ranks. We're continuing to make progress on recommendations from last year's report, and the enrollment statistics are certainly encouraging in that aspect of our diversity initiatives.
  - o New freshmen: up from 13.7 per cent last fall to 14.2 per cent this fall
  - o New transfers: up from 16 per cent to 18.4 per cent
  - o All new undergraduates, up from 14.7 per cent to 16.2 per cent
  - o And for all undergraduates, up from 14.1 per cent to 14.7 percent

But we know that numbers alone do not define all of the diversity goals the campus should have. So, the President's Cabinet is now reviewing recommendations for additional goals, submitted as part of this year's Diversity Council report, which will be presented to the Board of Trustees at their meeting next week.

- o We've also made progress on salary issues. As a result of last year's Salary Administration Board adjustments, the average salary for professors improved by \$2,262, and the average salary for associate professors improved by \$1,057. As a result of these adjustments, CWU's salaries at

the full and associate professor level now surpass those at EWU--which throughout the time I have been here has been the state institution with which we have most often compared ourselves. In the current budget year, the Senate's Salary Administration Board will be allocating \$250k into the faculty salary base, for salary adjustments to be distributed in accordance with their plan. Money was also allocated to bring exempt employees up to the 35th percentile of their CUPA comparisons. As you know, the Exempt Employees Association has a goal of bringing all employees eventually to the 40th percentile of CUPA comparisons. And money was also allocated certain members of our classified staff for range step adjustments. In other words, in a year when the state allocated no money for general salary increases, we continued to make progress on salaries of individuals in all categories of faculty and staff.

- The Campus Community Building Project will continue this year with Linda Garcia at the helm. Mailings inviting faculty and staff participation have been sent out, and an e-mail went out just this morning. Some teams are continuing from last year, but other teams will be established this year to incorporate all of you who express an interest in participating. The steering committee will meet individually with each team in October.
- With regard to collective bargaining: Vice President Corona indicates that the university is preparing to engage in the collective bargaining process with the union representing our classified employees. We expect that process to evolve over the next year, in order to have a contract ready for approval during the 2005 legislative session. Faculty Collective Bargaining discussions at the moment await the outcome of recent communications with the PERC (the Public Employment Relations Commission.)

#### **IV. Acknowledgements and Farewells**

We've said goodbye to a number of our full-time faculty and staff. During the 2002- 2003 year,

- ✍ 30 tenured or tenure-track faculty retired or left the university for other opportunities.
- ✍ 33 classified staff retired or left the university for other opportunities
- ✍ 23 administrative exempt staff retired or left the university for other reasons

We salute all of these colleagues and wish them well in their new adventures.

This past Memorial Day weekend, we established a new tradition of saying good-bye in a more formal way, with a flag-lowering ceremony held the day after the holiday, to students, staff, faculty and friends of CWU who died during the preceding year. At that time, we honored 38 individuals. Since that time, we've learned of the deaths of 12 other students, staff, faculty and friends, and they will be among those honored on the Tuesday following next Memorial Day.

#### **V. Summary and Conclusion**

We have already begun to set our course for the next year, as we set about the task of "transforming the university" in accordance with the vision we have for our future. And we are not alone in understanding the importance of planning for the challenges and the opportunities that lie ahead.

Derek Bok's *Higher Learning* provided a discussion of changes in universities from roughly a generation ago. Some of his observations continue to hold true today. In his concluding chapter, Bok describes the "changes and opportunities" that will affect the way colleges and universities prepare students for "satisfying, effective and contributing roles in the society they inherit." Interesting, two of the trends that Bok predicted would be most important in setting the agenda for higher education change are (a) "the explosive growth of knowledge, fueled by huge investments in research and development;" and (2) "the continuing presence of a formidable array of national problems" and international issues (pg. 163-164.) Those issues are obviously still with us.

So today, and especially in the year ahead, I ask you to keep in mind these enduring issues—and the others identified in the quote from Jane Wellman with which I began this discussion ("the challenge of doing more for many more with much less"). These issues define both the changes and opportunities we face, and the conditions within which we will have to negotiate our future. I want you to consider the implications all of these have for our mission and our commitment to the direction we are setting for ourselves.

I believe we must understand the dimensions and the force of the changes to which higher education must respond, and we must act appropriately and, where possible, quickly. As Bok said in his concluding chapter, "American universities do not face a crisis or a utopia, only a chance to make the most of a legacy of promising experiments and new opportunities to move perceptibly forward in a difficult, often inscrutable, but critical human enterprise...universities should do their best to capitalize on the opportunities before them."

Will we reach all of our goals in the next year? Probably not. But we surely must begin to work toward them. In this connection, Derek Bok invokes the story President Kennedy used to tell about the French Marshal Louis Lyautey: "When the Marshal announced that he wished to plant a tree, his gardener responded that the tree would not reach full growth for more than a hundred years. 'In that case,' Lyautey replied, 'we have no time to lose. We must start to plant this afternoon.'"

We need to look to our future with that same sense of urgency. Thank you. And now, before I invite your questions, I want to remind all of you that you are invited to join me in the lobby for refreshments after the session has ended.