**Our Goals**
Eastern’s mission is to be a student-centered, regionally engaged university that is distinguished by an integrated and interdependent academic experience. Our Academic Strategic Plan has identified three goals that will enable that mission:
1. Support a rigorous and engaged student learning experience
2. Create a community culture that supports and engaged faculty throughout their careers
3. Foster an institution-wide commitment to community engagement

**How Do We Implement Our Goals?**
What will it take to meet our goals for academic and institutional excellence? If we are to fulfil our promise by 2010 we cannot continue as we have until now. External demographic, political and economic pressures will increasingly dictate the amount of dollars we are able to devote to our mission and how they will be used unless we take active steps to create the future we desire. That will require substantive change to our policies, structures and practice. Determining how best to shape our future is the purpose of the planning process that will be underway through 2005, with a focus on growth, capacity and resource planning.

This paper outlines current challenges and conditions that must be considered as we determine how to fund and support our academic vision over the next decade. It also raises questions that will need further discussion and proposes a range of preliminary recommendations.

*This white paper is for discussion only. It is meant to begin the conversations that will be expanded in the coming months. All faculty, staff and administration will have an opportunity to contribute to our planning efforts.*

*The full reports on which this paper is based are available at: www.ewu.edu/strategicplanning.*

**Background Information: Sources of University Funds**
**General Fund-State (GFS):** This fund is appropriated (or allocated) to the university by the legislature. These funds are typically budgeted as portion of what is known as “Ledger 1.” Approximately 29% of Eastern’s annual revenue budget.

**Operating Fees:** This fund consists of a portion of the tuition and fees collected from students. These funds are typically budgeted as the other portion of what is known as “Ledger 1.” Approximately 20% of Eastern’s annual revenue budget.

**Dedicated Local Fund:** This fund consists of self-supporting instructional activities including summer session and correspondence courses. These funds are typically budgeted as what is known as “Ledger 2.” Approximately 10% of Eastern’s annual revenue budget.
Service Funds: These funds primarily provide goods and services for other university functions. University service funds include Stores Operations, Printing and Duplication, Workforce Construction, Telecommunication Services and Motor Pool. These funds are typically budgeted as a portion of what is known as “Ledger 3.” Less than 1% of Eastern’s annual revenue budget.

Auxiliary Funds: These self-supporting funds provide essential elements of support for academic programs. Auxiliary funds include Associated Students of EWU (ASEWU), Intercollegiate Athletics, Bookstore, PUB, Parking, and Housing and Dining. These funds are typically budgeted as a portion of what is known as “Ledger 3.” Approximately 18% of Eastern’s annual revenue budget.

Scholarships and Fellowships: This function handles the transactions of student assistance programs requiring no student repayment. Revenues include federal, state and private financial aid. These funds are typically budgeted as a portion of what is known as “Ledgers 4 & 5.” Approximately 13% of Eastern’s annual revenue budget.

Sponsored Programs: This function handles grants and contracts from federal, state, local and private organizations. These funds are typically budgeted as a portion of what is known as “Ledgers 4 & 5.” Approximately 9% of Eastern’s annual revenue budget.
Where Are We Now?

Strengths:
- Bench strength: positive leadership, high-quality faculty & staff
- Good public image, especially of cost and as university of opportunity; 46% of new students are first-generation
- Political capital: good relationships with key legislative committees, reputation as responsive and as the state institution most clearly focused on mission
- Market growth: state-funded enrollments up 30% since 1997
- Leader in eastside market share for student enrollment
- Growing enrollment of students of color (12% vs 5% in 1997)
- Strong position for transfer students
- Competitive provider of work-study, need-based scholarships & grants. Important for 2/3 of admitted students who apply for need-based aid
- Successful 82% retention rate for first-year students
- Ongoing facility renovations and additions to campus, including upcoming Enterprise System and Vpnet

Challenges:
- Culture of isolation and competition between departments and colleges
- Growing competition for students from 2-year colleges, West side
- Shifts in demographics: Increases in student demand will continue to increase incrementally through 2010, then the rate of growth will precipitously decline (see chart).
- State budget constraints; impact of I-844 and LEV proposal
- Share a legislative district with WSU, a research university, now united with UW
- No clearly defined view for regional schools in HECB Strategic Master Plan
- Perception that community colleges have most political power (40 statewide in almost every district)
- Business advocates have made Riverpoint Campus the focus of their lobbying support
- Increasing privatization of higher education
- Few international and non-resident students
- HECB goal: calls for an increase in number of students who earn bachelor’s degrees to 30,000/year by 2010. This would require a 12% increase in earned degrees per year through 2010.
- Low EWU graduation rates: 18% in 4 years; 35% in 5 years; 44% in 6 years
- Lack of centralized class scheduling system impedes optimum use of classroom space
• More than 200 different graduate and undergraduate programs

**Classroom Usage and Availability**

<table>
<thead>
<tr>
<th></th>
<th>7:00 AM</th>
<th>8:00 AM</th>
<th>9:00 AM</th>
<th>10:00 AM</th>
<th>11:00 AM</th>
<th>12:00 PM</th>
<th>1:00 PM</th>
<th>2:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>2</td>
<td>57</td>
<td>88</td>
<td>106</td>
<td>89</td>
<td>92</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>% used</td>
<td>1.5%</td>
<td>43.8%</td>
<td>67.7%</td>
<td>81.5%</td>
<td>68.5%</td>
<td>70.8%</td>
<td>58.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2</td>
<td>52</td>
<td>88</td>
<td>116</td>
<td>89</td>
<td>89</td>
<td>85</td>
<td>31</td>
</tr>
<tr>
<td>% used</td>
<td>1.5%</td>
<td>40.0%</td>
<td>67.7%</td>
<td>89.2%</td>
<td>68.5%</td>
<td>68.5%</td>
<td>65.4%</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

**Opportunities:**

• Enrollment growth through 2010
• Enhance reputation for value, access and improve quality
• Partnerships with Bellevue Community College, other 2-year institutions
• K-12 continues to be a legislative and voter priority and can support higher education goals
• Faculty and staff negotiations can position EWU to create more responsive and dynamic organization
• Upcoming university campaign
• Potential to grow grant and contract revenue
• Community and industry partnerships
• Growth in engineering and computer science programs
• Expanding Summer Session and Intersession
• Exploration of innovative teaching and learning models such as Roadmap 2 Redesign can support faculty teaching, research and service
• General Education review can facilitate more integrated learning

**Note:** I-844 presents both challenges and opportunities. It proposes to fund additional higher education enrollment. If this initiative passes, it will increase available resources for EWU. It will also increase the competition for students, especially by UW and WSU. We must be prepared for both scenarios.
Questions to Ask
In light of this information, what are the questions EWU needs to ask in order to actively plan for our preferred future?

- We have focused on enrollment growth and set a tentative enrollment target of 12,000 by 2010. What is the optimum enrollment level for ideal revenue stability?
- Our decisions will have consequences. For example, how do we determine how to use available funds—do we hire more people, increase salaries or invest in technology? When we can’t do everything, how can we make informed, responsible choices that we can all support?
- Does our current budget model support collaboration and integrating the liberal arts and career preparation?
- How do we manage our programs to determine the right number, mix and funding?
- How do we reward effective and efficient behavior? How do we encourage quality?
- What policies and structures need to change if we are serious about creating our vision?
- How can we involve everyone in planning for change and support everyone in helping to implement it?

Recommendations
Based on the white paper data, and to begin the conversation, the Strategic Planning Accountability Team proposes the following recommendations:

1. Conduct a joint administrative-faculty organization program review to align courses, staffing and structures with mission goals.

2. Invest in training and technology to support increased faculty and staff efficiency and to serve an increasingly diverse student body.

3. Aggressively increase recruitment of international and non-resident students.

4. Develop partnerships with 2-year colleges, other regional institutions and expand efforts on west side. Determine Riverpoint role.

5. Centralize all scheduling and encourage new approaches such as block scheduling.

6. Create faculty and staff incentive systems that will encourage increased quality and lower costs to free up resources for other mission activities.