Purpose of Submittal:

President Randhawa respectfully presents the following written reports for the Board’s information from various divisions and offices around campus.

A. Enrollment Management Summary  
B. University Advancement Report  
C. Capital Program Report  
D. Capital Development and Strategic Vision Plan Update  
E. University Relations and Marketing Report  
F. Annual Grant Report  
G. Fellowship and Scholarship Report  
H. Report on Declared Majors  
I. Accessibility, Diversity, Equity and Inclusion Report  
J. Emeritus Status Report  
K. Minority and Women-Owned Business Enterprises (MWBE) Report
I. Enrollment

We have not had a spring quarter with so many twists and turns since Spring 2020. Despite FAFSA challenges, encampments, and labor stoppages, we continue to push through, and will celebrate with about 2,200 students at our June commencement ceremonies. Though we continue to face issues associated with the FAFSA, financial aid offers have been rolling out to new students. The end of this academic year marks an important turning point, as we see our smaller pandemic cohorts begin to graduate while we bring in larger new student cohorts.

Strategic Enrollment Management (SEM) Planning
Our Strategic Enrollment Management planning effort continues, as current strategies are being assessed and new initiatives are being launched with our enrollment goals in mind. There have been some interruptions to this work in the last few months, but we will regroup after the end of the spring term with the intention of producing recommendations and a plan in the next academic year.

Spring 2024 Enrollment
Census day for Spring 2024 was April 15th. This quarter we turned a corner, as this was the first quarter since before the pandemic where our overall enrollment was higher than that of the same quarter of the prior year.

[Graph on next page]
Representation of nonresident students in our enrolled population remains high this year compared to last, up again to 14.2% from 13.8% in Spring 2023. Students of color make up 27.9% of our student body (down slightly from last year), with our Latine population continuing to grow both in total count and as a percentage of overall enrollment. First-generation students are 22.6% of the overall population.

New first-year students continue to be a very small part of our new student population for spring (17 for Spring 2024, as compared to 19 in Spring 2023). The majority of our new student population in spring is consistently transfer students, and we continue to experience declines in transfer applications, confirmations, and enrollments. For Spring 2024, we enrolled 122 new transfer students, down from 145 last spring. Of our new transfer students, 35.2% identify as first-generation college students, and 27% identify as students of color.

**Summer 2024 Enrollment**
Registration for classes for Summer 2024 opened on May 7th, and as of June 5th (with three weeks to go until the start of the summer term), we have 3,102 students enrolled in summer courses—a 2.5% increase from this time in the registration process for Summer 2023.

**Fall 2024 Enrollment**
Registration opened for Fall 2024 on May 14th, and currently only continuing students are eligible to register for classes for fall. At this point in the year last year, registration had been open for four weeks instead of the three that it has been open this year. Despite the fact that registration has been open for one less week this year, enrollment for fall is up. As of June 5th, the total count of students registered for fall courses is 8,569, which is just over 2% up from this time in last year’s cycle. We are still very early in the registration process for Fall 2024, but this is a positive sign as to the success of our retention efforts.
Fall 2024 Enrollment Outlook

The FAFSA challenges have been extraordinary this year, with the most significant impact expected to be on new student enrollment. We have been working all year to mitigate that impact. As of the writing of this report, we have passed the adjusted confirmation date of June 1st and can better assess the commitment level of new first-year students. Confirmations from new first-year students are down 5.4% from this time in last year’s cycle. All things considered, this is a fortunate position to be in as we go into the summer.

Totals as of June 5, 2024:

New first-year students—Bellingham

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New transfers—Bellingham

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New transfers—other locations

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<tr>
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Important notes on New First-year Students for Fall 2024

- First-year application numbers are comparable to Fall 2023, after huge increases last year.
- The percentage of first-year applicants who have been offered admission is up from what it was at this time in the cycle for Fall 2023. (93.1% this cycle, compared to 90.9% for Fall 2023)
- The percentage of admitted students who have confirmed their intent to enroll (yield rate) is down modestly this year. (24.4% currently, compared to 26.1% for Fall 2023)
- The percentage of first-year confirmed students identifying as students of color is up slightly. (29.7% this cycle, compared to 29.4% for Fall 2023)
- The percentage of first-year confirmed students identifying as first-generation college students is down slightly. (24.3% currently, compared to 24.5% for Fall 2023)
  - Given the issues with the FAFSA this year, we are in a fortunate position not to have lost ground on first-generation students.
- The percentage of first-year confirmed students who are residents of Washington state is down slightly. (81.7% this cycle, compared to 82.3% for Fall 2023)
Important notes on New Transfer Students for Fall 2024

- The percentage of transfer students confirmed for Bellingham who identify as students of color is up slightly from what it was at this time in the cycle for Fall 2023. (25.9% this cycle, compared to 25.4% for Fall 2023)
- The percentage of transfer students confirmed for Bellingham who identify as first-generation college students is up significantly from last year. (35.6% this cycle, compared to 30.9% for Fall 2023)
- The percentage of transfer students confirmed for Bellingham who are residents of Washington state is up slightly. (87.1% this cycle, compared to 86.3% for Fall 2023)

*Note: the June 1st confirmation date does not hold as much significance with the transfer population. We will continue to experience positive activity throughout this month and into early July.*

Some information about FAFSA submission can be found below in the Student Aid section of this report. It is of interest to note that, among the new first-year students who have confirmed their intent to enroll this fall, a slightly larger percentage (less than a percentage point) have completed a FAFSA this year than among the same group at this time in last year’s cycle. The number of completed FAFSAs among our confirmed new students is lower, but the percentage is slightly higher at 81.6%. The impact of the FAFSA challenges this year is not in those numbers but rather in the number of students who removed themselves from college-going status altogether—the decline in confirmations.

In addition to the issues associated with the FAFSA rollout, our recruitment team had to negotiate other disruptive events. Students and families have had a veritable minefield to navigate in finalizing their respective college or university choice, and some have unfortunately decided against choosing any college.

On-campus disruptions associated with pro-Palestinian protests made for national headlines and prompted local frustrations. There were instances when visiting students and parents were approached by protesters, which—according to some feedback—created a less-than-ideal environment for exploring a prospective school. Similarly, demonstrations related to WAWU’s bargaining efforts also disrupted our ability to fully staff daily tours, prompting our office’s management team to operate at sub-optimal levels while trying to meet prospective families’ expectations. Additionally, for the tour guides who continued to work, there were instances when those engaged with the WAWU strike directly engaged with visitors, once again making for a disruptive and less positive experience, according to feedback received.

We will continue to support late-cycle confirmations well into the summer months. Additionally, we feel confident in melt-prevention efforts as we turn the corner and focus on the season ahead. We look forward to collaborating with partnering offices on calling campaigns and personal outreach efforts. This work will supplement standard messaging which invites students and families to monitor ongoing activities and to respond to important next steps, such as reserving their spots in A&R sessions or posting fun and celebratory messages through our social media campaigns.

**II. Registrar**

**Commencement**

There is a high level of excitement around commencement this year, in part because many of our graduates and their families were not able to celebrate in person when the pandemic interrupted their high school graduation ceremonies four years ago.
We will be celebrating the graduation of 2,658 students (with 2,696 degrees) from the Winter 2024, Spring 2024, and Summer 2024 terms in our June Commencement ceremonies—eight ceremonies over three days (June 14, 15, and 16). We expect almost all ceremonies to be at capacity, as the almost 2,200 students who will be attending have submitted information that they will be bringing a total of about 17,700 guests. We are excited to be hosting the ceremonies in a way that allows students to have more family and friends come to campus to celebrate their graduation with us.

You can find details about the schedule and the distribution of the colleges and majors into ceremonies as well as other details about commencement at https://registrar.wwu.edu/june-commencement.

**Outstanding Graduate Awards**
The Outstanding Graduate Award process has been updated since June 2023 to include graduates from all majors. {See “Outstanding Graduate Award” under “Honors” in the catalog.} The honor of Outstanding Graduate has been granted to 114 graduating students this year.

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**III. Student Aid**

**Financial Aid Awarding Update**
The Financial Aid Department began sending out financial aid packages to incoming students the first week in May (Tuesday, May 7th). Nearly, 9,000 financial aid packages have been sent to date. This came after months of delays and problems with the new FAFSA. The U.S. Department of Education (ED) began issuing FAFSA records to schools in mid-March, but with many errors. Financial aid staff worked to load the FAFSA data into our system—a process that typically takes over a month but was completed in just over a week. This was a necessary step in our effort to provide incoming students with financial aid packages as quickly as possible.

ED announced several other data integrity issues with the FAFSA that resulted in incorrect Student Aid Index calculations. At one point in April after loading all records and analyzing the data, we calculated that less than 50% of the FAFSA records we had received were accurate and complete. ED worked in late April to get the corrections made where the Student Aid Index had been miscalculated, and at the first of May released to schools the corrections to the many files with incorrect tax data.

Upon review of the FAFSA records, it was evident that many were incomplete due to such things as a missing signature or a lack of the required consent for tax data transfers—both of which required students to take action to make corrections. The Financial Aid team began identifying students that needed to take additional steps to correct their FAFSA and, in partnership with Admissions, sent communications to those students and parents, to encourage them to make the necessary corrections. Over 85% of those corrections have now been made, and continued outreach is being conducted to assist the remaining students.

Although ED has announced that the majority of FAFSA records that included incorrect data have been reprocessed, the financial aid team continues to identify and assist students who are still experiencing issues with their FAFSA. Additionally, staff members are continuing to provide increased support for FAFSA completion efforts.

**FAFSA/WASFA Completion Rates**
FAFSA completion rates continue to be down nationally. As of May 24, 2024, the National College Attainment Network (NCAN) reports a completion rate of 42.5% nationally—a drop of 14.4% compared to last academic year. The state of Washington is slightly behind the national
average, down 15.4% from last year at this time. Source: FAFSA Tracker, sponsored by the National College Attainment Network at https://formyourfuture.org/ffafsa-tracker/. Historically, WWU students have had significantly higher completion rates than the national and state averages. Among our first-year applicants, last year 77% had completed a FAFSA by this time in the process; whereas this year we currently have 71% of the first-year applicants with a FASFA submitted.

IV. New Student Services/Family Outreach

Orientation, Advising, and Registration (OAR) Programs for New Students
Plans for Fall Orientation, Advising, and Registration are in full swing for new fall students and their families. With the shift of Western’s confirmation deadline to June 1st, the opening of the Fall Advising & Registration (Fall A&R) reservation system was adjusted to June 11th. NSSFO staff are finishing the building of the system and all communications to new students and families and are on track to open the system on time. The Fall A&R Sessions will be held virtually, hosted by the Academic Advising and Student Achievement Center staff, with NSSFO providing daily operations support, reservation and records management, communications, and participant support. The 2024 Fall A&R Sessions feature 5 sessions in July for new Transfer and Post-baccalaureate students (sessions not required for these students), and these are followed by 17 sessions for new First-Year/Running Start students (sessions required for these students).

Family Outreach
Family Outreach support has increased since the Admission’s Admitted Student Days events in April. The NSSFO Family Outreach Manager (FOM) is increasing the number of individual consultation appointments over the spring, summer, and early Fall where new students and their parents/family can sign up for a time to receive recommendations, referrals to campus services, and support regarding common tasks, topics, and developmental needs new students and families experience before a student’s first quarter. The FOM has also worked closely with University Communications to produce our annual WWU Family Calendar, available for all new students.

A notable project of completion was an overhaul of the Parents/Families website, including greater distinction of resources for new families or families of continuing students. Parents/Family of new students have information and resources more strategically organized into a better sequential-feeling checklist, similar to how the New Student Orientation Checklist information is organized. The Family webpages now have a similar navigational feel, eliminated redundancy, and a format that offers more space to add resources or action items.

Fall 2024 Western Welcome
Planning for this Fall’s Western Welcome events will begin over the summer with a wide variety of departments, resource offices, and student organizations. Typically, the schedule is not confirmed until late August/early September, with most departments waiting until summer to engage in planning and preparation.
V. Veteran Services

Audit by U.S. Department of Veterans Affairs
On May 6, 2024, we received the written report (and final findings) from the Department of Veterans Affairs (VA) compliance survey, conducted on April 5, 2024. That report has been shared with the University Auditor’s Office and with President Randhawa and Vice President Huskey. There was only one finding that arose from the audit—one student for whom we were late in submitting the certification of enrollment. We were able to provide clarification and resolve the other issues that were noted during the exit interview. There are no financial findings.
UNIVERSITY ADVANCEMENT REPORT
JUNE 2024

FUNDRAISING TO DATE
As of May 28, $14.8 million has been raised toward our overall goal of $28 million by June 30.

A RECORD-BREAKING WWU GIVE DAY
On April 25, Western celebrated our ninth successful WWU Give Day with a record $1.2 million raised from more than 3,000 donors. This year, we had a generous, anonymous matching gift of $250,000 for the Western Welcome Scholarship fund. The entire Western community helped spread the word and donors showed up in a big way for our students.

As part of our WWU Give Day storytelling, we highlighted four students who have received scholarships (Hannah Thorp, biology; Melaku Akawold, music and education; Lily Duong, education; Steph Johnson, biology). The profiles we shared on social media received excellent engagement, reaching more than 6,000 people and generating hundreds of clicks to the donation page. Thanks to everyone who participated!

9TH ANNUAL
WWU GIVE DAY

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<th>TOTAL NUMBER OF DONORS WHO GAVE ON GIVE DAY</th>
<th>NUMBER OF DESIGNATIONS SUPPORTED</th>
<th>NUMBER OF NEW DONORS</th>
<th>FUNDS RAISED BY GIVE DAY AMBASSADORS</th>
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PRESIDENT'S SOCIETY SUPPORT
158 GIFTS TOTALING $468,624

TOTAL AMOUNT RAISED
$1,216,560
WWU ALUMNI AWARDS CELEBRATION
The Foundation for WWU & Alumni presented the WWU Alumni Awards at a celebration on May 10. The winners were selected by the Engagement Committee of the Foundation board from nominations from all across the Western community. Board member Mason Luvera (’14) served as emcee for the event. Videos of each of the winners and the creation of the glass sculpture award are here: https://tinyurl.com/54jbfxae

And the photos from the evening are here: https://tinyurl.com/5dh73tzx

WESTERN CELEBRATES FIRST-EVER WWU BLOCK PARTY
On May 11, The Foundation for WWU & Alumni hosted the first-ever WWU Block Party! More than 700 alumni, community members, students, family, friends, faculty, and staff turned out. The celebration took place on the south end of campus near the Wade King Recreation Center. People danced to the music of Baby Cakes and enjoyed playing lawn games, caricature art, and taking campus tours. Food trucks kept everyone fed, while families enjoyed entertainment from the roving magician, cotton candy art, and we had perfect weather. Thank you to WECU for their sponsorship.

We’re already thinking about next year! The photos from the Block Party are here: https://tinyurl.com/2s3duebz
The vision of a new state-of-the-art recording studio has become a reality as we look forward to the official opening of the Salish Sea Studio at Fairhaven College! Thanks to the generosity of Royal (Roy) Hanson (Fairhaven ’75), the studio will provide current and future students the opportunity to make and record music, capture oral histories, and preserve Indigenous languages through the art of audio production.

Hanson, owner of Hanson Research Group, provided a gift to fund the creation the studio. Moving the studio from downtown Bellingham to campus allows for greater access for students and faculty and creates opportunities for easier cross-campus collaboration.

Years in the making, the studio will be available 24 hours a day, seven days a week for students to record and engineer music. Additionally, the space will be used for capturing Indigenous languages, oral histories, and other important cultural projects.

Hanson was inspired by his love of music. In addition to his career in pharmaceutical research, Hanson is a guitarist, playing rock blues, traditional folk, and Irish folk music.

The Audiology Technology, Music, and Society minor at Fairhaven, under the guidance of assistant professor of music and society Mark Miyake, will also benefit greatly from the studio. The flagship minor is a popular attractor of students to Fairhaven, and the courses often fill within minutes of opening and the program.

The studio is only the latest example of Hanson’s support for Fairhaven. He has also established the Roy Hanson Scholarship for Audio Recording and Music and has served on the Fairhaven College Advisory Board for many years.

Fairhaven’s unique stamp on the world has just become even more impactful, given this gift.

The Salish Sea Studio grand opening is June 13 at 5:30 P.M. at Fairhaven College.
MAJOR / INTERMEDIATE CAPITAL PROJECTS

Kaiser Borsari Hall (Electrical Engineering and Computer Science)
Western is working with Perkins & Will, the design consultant, and Mortenson Company, the GC/CM contractor. Installation of the new staircase has begun in the Communications Facility (CF). Heavy Timber support beams, steel brace frames, and Cross Laminated Timber (CLT) wood panel installation was completed in November. The building is enclosed, and the permanent roof is complete. Work completed includes installation of air handler units, exterior windows, and permanent power to the building. Upcoming work includes installation of the elevator, southside sunshades, acoustical ceiling panels and flooring. The building is scheduled for occupancy in Winter Quarter 2025.

Birnam Wood Siding and Bridges
This second phase of the project will replace the bridges and siding at Stacks 1 & 2 and replace siding at the laundry building at Birnam Wood. Dawson Construction, LLC, is the apparent low bidder and construction is scheduled to begin in June 2024.

Birnam Wood Parking Lot 27R Repair
Cascade Engineering Group has prepared a complete two-phase renewal for the parking lot at Birnam Wood. PELCO Construction, Inc, is the apparent low bidder, and construction is scheduled to begin July 1, 2024.

Fairhaven Recording Studio
The contractor's work is complete and is in closeout. Acoustic panels and wall graphics will have been installed by June 14, 2024, in time for the dedication.
**Multiple Building (MB) University Residences (UR) Access Controls and Telecom**
This project will provide new access controls to existing doors and new telecom room power receptacles in multiple University Residences buildings across campus. The project was awarded to Valley Electric. The contractor has finished all major construction and achieved substantial completion in March 2024.

**Multiple Building (MB) Security, Access Controls and Fiber Upgrades**
This project will provide new access controls in existing academic buildings and upgrade fiber backbone cabling between buildings. The project designer is Hargis Engineers, and the general contractor is Dutton Electric Company. The contractor has completed all pathway and pre-work and is currently installing the new access control components. The project is scheduled to be completed in Summer 2024.

**Fairhaven Hydronic Pipe and Valve Replacements**
This project will replace failing heating water piping in Stacks 2, 4, 10, 11 and 12. CDK Construction is the apparent low bidder and construction is scheduled to begin in June 2024.

**House of Healing**
This project will provide a Coast Salish-inspired facility in an open meadow at the edge of the Sehome Hill Arboretum. Construction is scheduled to start early summer 2024 and to be complete by the end of summer 2025.

![Figure 3: Architect's rendering of the House of Healing](image)

**Heating Conversion Project**
The selected owner’s advisor (OAC Services) is working towards a July 1, 2024, deadline to provide cost estimates, scheduling, and project delivery recommendations in support of the 2025-2027 Capital Budget Request. The recommended system type (low temperature system with four nodes) has not changed since the feasibility study and the deliverables will be based on that system.

**University Residences Commons Generator Upgrades**
This project will upgrade the backup generators at Viking Commons, Ridgeway Commons, and Fairhaven Academic to allow continued food service operations during a power outage. The project designer is K Engineers, and the general contractor is Dutton Electric Company. Construction officially began in February 2024 and Substantial Completion is scheduled for January 2025.
**Student Development and Success Center**

This project will provide a new facility that will co-locate a new Welcome Center with essential student recruitment and support services in one collaborative facility. The University envisions a welcoming beacon located at the south end of the academic core of campus to recruit and support students in ways that are effective for a changing demographic of students. Facilities Development and Operations has been approved by the state to use Progressive Design Build (PDB) as the project delivery method. The Design Build team is BNBuilders with Miller Hull. Validation Phase work will begin in June 2024, leading to Phase 1 work design phase that will continue through spring 2025.

**Edens Hall Electronic Safety and Telecom Upgrades**

This project will replace the existing fire alarm system and telecom cabling at Edens Hall with modern components and infrastructure. The project designer is K Engineers, and the general contractor is Dutton Electric Company. Construction began in May 2024 and Substantial Completion is scheduled for October 2024.

**South Campus Infrastructure and Pedestrian Access Improvements**

This project will provide construction of roadway improvements, pedestrian improvements including sidewalks from Bill McDonald Parkway to the House of Healing, and utility extensions along portions of 25th and Arboretum Drive. This scope of work is related to and will be conducted concurrently with the adjacent project, House of Healing. Trimaxx Construction Incorporated, Sedro Woolley, WA, is under contract and is performing pre-construction investigation, mobilizing, and stocking materials. Full construction is scheduled to begin June 5, 2024. The consultant designer is Freeland and Associates, Inc., Bellingham, WA. Construction will take place in summer of 2024.

**Capital Development and Strategic Visioning Plan**

The consultant team from NAC Architecture and Walker Macy has transitioned from a stakeholder engagement effort and the discovery phase during the Fall and Winter Quarters into detailed studies of development potential across main campus, including infill building sites and improvements to campus vehicle, pedestrian, micromobility (individual wheels), and accessible circulation paths. NAC collated a detailed analysis of around 10 of the highest needs buildings from facilities conditions and qualitative-need perspectives. The intent is to identify the next major project after the Environmental Studies renovation for the 10-year plan to be submitted with this year’s 2-year capital funding request. The plan is expected to be completed around the end of 2024.

**Predesign Studies: Environmental Studies Renovation & Academic Building at OC-Poulsbo**

Both predesign projects are nearing completion, and the estimated project costs are included in the 2-year/10-year capital plan to be presented in this Board of Trustees meeting. The predesign reports are due July 1, 2024, to OFM for funding consideration in the 2025 legislative session, so the consultant teams are drafting each of their respective documents.

**2023-2025 Capital Budget**

The final 2023-2025 Capital Budget, Engrossed Substitute Senate Bill 5200 includes the following appropriations for Western:

- Student Development and Success Center: $47,950,000
- Minor Works Preservation: $4,888,000
- Access Control Security Upgrades: $6,250,000
- Environmental Studies Renovation: $500,000
- Classroom, Lab, and Collaborative Space Upgrades: $1,500,000
- Minor Works Program: $3,000,000
- Heating Conversion Project: $10,000,000 (funded with the Climate Commitment Account)
- Preventative Facility Maintenance and Building System Repairs: $3,614,000
The final 2024 Supplemental Capital Budget, Engrossed Substitute Senate Bill 5949 includes the following for Western:

- Minor Works Preservation: $500,000
- Electrical Engineering/Computer Science Building: up to $4,900,000 in Certificate of Participation financing (only financing $2,475,000)

For more information regarding the process and development of the Plan, as well as a comparison worksheet that compares Western's capital request to the various budgets, please visit the following website:

Western initiated the review and discussion of the 2025-2027 Capital Request (Request) and 2025-2035 Ten Year Capital Plan (Plan). The draft version of the Request and Plan was presented to the FARM Committee in April 2024 and the final versions will be presented to the Board in June 2024. The Board will be asked to approve the Request and Plan in order for Western staff to proceed with preparing the capital project proposals, due in early August 2024.
Small Public Works Projects Summer Construction

**PW797 VC Restroom Improvements**
The men's and women's restrooms on the fifth and sixth floors of the Viking Commons will be renovated to add fixtures, improve ADA accessibility, and create gender neutral restrooms. Construction is scheduled for summer 2024.

**PW806 Child Development Center Modular Classrooms**
This project will complete site preparation and add utilities for a modular building to house two classrooms and restrooms for the Child Development Center.

**PW811 HG Electronic Safety Upgrades**
This project will replace the existing fire alarm system at Higginson Hall.

**PW813 ES 113 Lab Upgrades**
This project will make ADA, electrical, mechanical, and architectural upgrades in Environmental Studies 113. Construction is planned for summer 2024.

**PW814 FA Administrative Suite**
This project will renovate the Fairhaven administrative suite to create additional offices and increase efficiency. Construction is planned for summer 2024.

**PW822 High Street Exterior ADA Improvements**
This project will make ADA upgrades to the High Street crosswalk in front of the Viking Union.

**PW823 RC Commons Renovation**
This project will renovate the Ridgeway Commons for improved food service.

**PW824 FA Commons Renovation**
This project will renovate the commons in the Fairhaven Academic Building for improved food service.

**PW826 VC ADA Restroom Improvement**
This project will modify the level 5 restrooms in the Viking Commons to make them ADA compliant for Veterans Services.

**PW834 Ivy Terrace Demolition**
This project will demolish the four residential rental structures that are past their useful life.
Spring quarter has felt like the best of times and the worst of times. Our University Communications team worked long hours to provide communications, messaging and social media monitoring
support to campus partners involved in the WAWU-UAW union negotiations and two-day strike by academic student employees, and to the incident command team set up to address the pro-Palestine encampment set up by the WWU Divest Apartheid coalition. In both cases, our UComm team expertly handled delicate news and social media engagement to manage disinformation and misinformation and minimize disruptions to campus operations and institutional reputation.

In addition, the team managed other issues including the ruling in the whistleblower case brought by former Internal Audit Director Antonia Allen and recent disclosures of harassment of female students in the Engineering Design department and its Formula SAE racing team.

The team of four also managed positive, proactive communications efforts including distribution of the Spring edition of Window Magazine devoted to the work of students and faculty on the global energy transition, including placement of an op-ed in the Seattle Times by WWU Energy Institute Director Darrin Magee, and guest editorship of the issue by WWU Journalism Alumna Amy Harder, one of the nation’s top energy and climate change reporters and founding executive editor of Cipher News. Amy’s prior work at Axios and the Wall Street Journal put her on Bill Gates’ radar, and when she shared her opening note from the Window Magazine energy edition on LinkedIn, Gates took notice and reposted it.

The University Marketing & Brand Strategy team has also been hard at work supporting the final push on Fall 2024 enrollment. Our first-year undergraduate campaign continues to perform very well, with a majority of the conversion numbers for most outreach strategies exceeding those from last year. Since August, this year’s campaign has generated 3,750 conversions, with notable increases in applications, form completions, and visit registrations. Pay-Per-Click (PPC) and Display/IP targeted ads are consistently surpassing last year's conversion numbers.

We were also pleased to bring protracted negotiations with the City of Bellingham on a ground lease in the Sehome Arboretum for the House of Healing longhouse to a successful close, and we were honored to host many members of our campus and extended community—including the chairs of the Lummi Nation and the Nooksack Tribe, the Mayor of Bellingham and Whatcom County Executive—at a blessing and ground-turning ceremony. At the event, President Randhawa delivered a historic apology for racist Native American teaching in the 1970s in the university’s College of Education that was met with great appreciation.

On a final bittersweet note, we are sad to lose Jennifer Hine, executive director of the Washington Campus Coalition for the Public Good, after a near 29-year career at Western. Jennifer has been at the helm of WACC from its inception. The organization, which represents 46 public and private campuses across the state and Idaho, works to advance the public purpose of colleges and universities, educating students for the workforce and civic leadership to cultivate vital and sustainable communities. The original vision was that sponsorship of the organization would rotate among member campuses. It is a testament to Jennifer’s leadership that WACC has been hosted at Western from the beginning. A national search for her replacement is underway. Final candidates will be brought to campus in August with an anticipated start date in Fall 2024.

**MARKETING & COMMUNICATIONS**

**University Communications**

Throughout an active spring quarter on campus, we navigated various weeks-long challenges including communications management of the WWU and WAWU bargaining process and strike and incident command communications during the student encampment protest. Our efforts were
focused on informing the community about campus safety and well-being, sharing timely practical information and expectations, and supporting constructive dialogue with bargaining partners, student encampment demonstrators, and media. In addition to reactive issues management efforts, there were notable proactive outreach achievements in earned media, social media, and publications, including the university's first-ever guest editorship with Amy Harder, WWU alumna and former journalist at the Wall Street Journal and Axios, now running Cipher News on climate, engagement with WWU content on social media by Bill Gates, and several higher profile earned media hits.

Other issues that received media attention included the ruling on the whistleblower case brought by former Internal Audit Director Antonia Allen and recent culture and conduct concerns related to the Engineering Design department and its Formula SAE racing team the latter of which the communications team worked closely with both leadership in the College of Science and Engineering, Office of Student Life, Civil Rights & Title IX Compliance and with the journalist.

**News and Earned Media**

In addition to high volume and ongoing coverage related to the WAWU contract negotiation and pro-Palestine encampment, WWU also garnered pitched media coverage during the quarter, with highlights including an op-ed on energy and climate in the Seattle Times by the director of the Institute for Energy Studies, Darrin Magee, as well as WWU faculty members receiving coverage in various outlets: Suzanne Strom in *Scientific American*, David Wallin on *NBC News*, Myron Shekelle in the *UK's Daily Mirror*, and John Misasi on *KING5/TV*.

KUOW also covered Washington state energy policy featuring Darrin Magee on the program Soundside. A pending op-ed in the Seattle Times will feature Ginny Broadhurst, director of the Salish Sea Institute, discussing shipping issues in the Salish Sea.

In addition, we secured local coverage in *Cascadia Daily News* on WWU’s House of Healing blessing and ground-turning event.

The university’s news website experienced a significant increase in traffic, largely due to interest in the WAWU strike and encampment news, faculty features in various national and international outlets such as *Scientific American*, *NBC News*, the UK’s *Daily Mirror*, and local TV stations.

**Social Media**

WWU’s social media channels, particularly Instagram, experienced explosive growth during the last two months. We have been focused on diversifying content across platforms, with more career services content on LinkedIn and student-focused content on Instagram. Although engagement on Facebook remains inconsistent, efforts to improve performance are ongoing.

**Publications**

Publication metrics remained steady, with consistent open and click-through rates for digital publications like Window Digital and the Family Connection Newsletter. The launch of the new window.wwu.edu website in April saw steady traffic, with a focus on multimedia and cross-channel storytelling to enhance audience engagement. Efforts to integrate audio and video content with print publication articles proved successful in driving audience interaction and retention.

**WWU News Portal (news.wwu.edu) and Western Today**

Total Sessions: 83,150
- April total users: 19,940, total page views: 35,885
- May total users: 24,749, total page views: 47,265
• April and May combined total users: 42,334 (vs. 31,194 for previous reporting period)
• April and May combined total page views: 83,150 (vs. 55,982 for previous reporting period)
• Highest WT email open rate: 32% (May 23)

Top Stories
• Western Washington University to continue talks as WAWU begins strike (5,288 views)
• Encampment Updates and Resources (2,665 views)
• In Memoriam: Joanne DeMark (1,256 views)

Earned Media
Total media mentions: 2,892
• April stories: 1,600
• May stories: 1,292
• Total stories (April and May): 2,892 (vs 1,290 for previous reporting period)
• Top-tier stories (Seattle Times, Axios Seattle, KUOW/KING, and other national and international media): 5 stories

Top Stories
• Hundreds of Mountain Goats were flown to a new home. Very few survived /NBC News (features WWU's David Wallin)
• Star Wars creator answers fan theory: Was Yoda based on a tarsier, an Asian primate? Daily Mirror (U.K.) (features WWU's Myron Shekelle)
• Neither Plants nor Animals, These Ocean Organisms Protect Their Ecosystems against Heat Waves Scientific American (features WWU's Suzanne Strom)

Social Media
Performance for WWU Primary Social Media Channels
Period measured: 3/23/24 – 5/28/24

LinkedIn
Total followers: 107,043 vs. 105,988 (3/22/24)
New followers: 2.5k vs. 2.7k (Feb-Mar)
Organic impressions: 268.5k vs. 252k (Feb-Mar)
Engagement rate: 8.7% vs. 6.6% (Feb-Mar)

WWU outranked its competitors (UW, WSU, CWU and EWU) in engagement rate by more than 1%
(Source: LinkedIn Analytics)
**Instagram** *(measured in 90-day cycles – period measured: Feb 28 – May 27)*
Total followers: 33.4k (+2.7% over previous days)
Total impressions: 1,511,637 (+2.6% over previous 90 days)
Accounts engaged: 14k (-12% over previous 90 days)
Accounts reached: 156k (+104% over previous 90 days)
Non-followers reached: 131k (+149% over previous 90 days)
(Source: Instagram Analytics)

**Facebook** *(measured in 90-day cycles – period measured: Feb 28 – May 27)*
Total followers: 54,943 vs 54,788 (3/22/24)
New followers: 696 (-22% over previous 90 days)
Page reach: 417,601k (-17% over previous 90 days)
Engagement: 78.8k (-1% over previous 90 days)
(Source: Meta)

**Window Magazine**
**Website:** window.wwu.edu
- Total visits: 8,737
- Engaged visits*: 88.9%
- Most-clicked stories:
  - ‘Everything is about energy’: the many lives of Olivier Singbo
  - How we know the energy transition is here
  - Decoding the sounds of the rainforest
  - Lessons in hope
  - All things energy
  - An internship for a greener future

**Monthly Window Emails**
**April 2024**
- Recipients: 135,369
- Opens: 28,368; 21%
- Clicks: 414; 1%
- Most-clicked stories:
  - Lessons in hope
  - Photo gallery of the Coast Salish Longhouse dedication
  - How we know the energy transition is here
  - ‘Everything is about energy’: the many lives of Olivier Singbo
  - Class Notes

**May 2024**
- Give Day: Stephanie Peterson
• Recipients: 132,580
• Opens: 37,499; 28%
• Clicks: 492; 1%
• Most-clicked stories:
  • Decoding the sounds of the rainforest
  • An internship for a greener future
  • A life’s work (story)
  • A life’s work (video)
  • WWU Alumni Awards
  • Class Notes

Family Connection E-Newsletter
April 2024
• Recipients: 11,008
• Open rate: 40.0%
• Clicks: 4.3%
• Top stories clicked:
  • Spring career and internship fair
  • AS jobs listing
  • Career Center events
  • ResLife jobs listings
  • Career Center peer advisor job description

May 2024
• Recipients: 11,042 (Message to families about the protest encampment)
• Open rate: 56.9%
• Clicks: 1.9%
• Top links clicked:
  • News.wwu.edu
  • Sign up for Western Alerts
  • Sign up for the Family Connection Newsletter
  • Counseling Center crisis support

*Note: Engagement measured by users who do at least one of the following: Visit two or more pages; Spend more than one minute on window.wwu.edu; Click through to another WWU link or a WWU Foundation link; Scroll down at least 10 percent of the page; Click on a related story; Visit window.wwu.edu for the first time.

University Marketing & Brand Strategy

The University Marketing team is a group of creative professionals dedicated to engaging Western Washington University’s audiences through strategic marketing, branding and advertising. The team is responsible for advancing, managing, and protecting the Western brand. In addition to leading institutional campaigns, Western’s University Marketing team works collaboratively to support the branding and marketing needs of our schools, centers, institutes, and administrative departments.

Admission and Recruitment

First Year Undergraduate
Throughout Spring Quarter, University Marketing and Admissions teams focused our digital marketing efforts on yield (admitted students who have not yet confirmed) and generating interest among high school students for future admission cycles.
**Yield**
This year’s yield campaign, extended through May due to the confirmation deadline moving to June 1, emphasized converting admits into confirmed students. It features Taylor Swift-inspired ads, leveraging the viral "Swiftquake" research by WWU’s Jackie Caplan-Auerbach. The campaign performed well, earning a 29.5% higher click-through-rate than last year’s yield IP targeting campaign despite a decrease in spend. The campaign has also generated a year-over-year increase in conversions, despite it being a challenging year for yield marketing due to FAFSA-related challenges and scheduling shifts.

In June, WWU will transition to its anti-melt campaign to maintain engagement with incoming students and ensure a smooth transition to university life.

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**Lead Generation**
In the lead generation segment of the campaign, we continued to feature the creative focused on recent Salish Sea Minor alumna Caitlyn Blair while folding in a new set of ads highlighting our National Champion rowing team. Both sets of creatives are designed to showcase WWU’s incomparable natural setting to rising juniors and seniors, but are also designed to appeal to admitted students who may get served the display ads while visiting various websites. Each set also ran alongside a themed Snapchat.

This portion of the campaign has been very successful, earning a 71.7% increase in conversions year-over-year despite a decreased spend.
Our first-year undergraduate campaign continues to perform very well, with a majority of the conversion numbers for most strategies exceeding those from last year. Since August, this year’s campaign has generated 3,750 conversions, with notable increases in applications, form completions, and visit registrations. Pay-Per-Click (PPC) and Display/IP targeted ads are consistently surpassing last year's conversion numbers. While Snapchat is still a strong lead generation tool, it has generated fewer conversions compared to last year.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Impressions</th>
<th>Clicks</th>
<th>Click-Through Rate</th>
<th>Conversions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display</td>
<td>422,268</td>
<td>168</td>
<td>0.04%</td>
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<tr>
<td>IP Targeting</td>
<td>418,893</td>
<td>726</td>
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<td>Snapchat</td>
<td>1,412,580</td>
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<tr>
<td>PPC</td>
<td>48,787</td>
<td>8,254</td>
<td>16.92%</td>
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</table>

Graduate
In May, Western launched a digital marketing campaign for WWU’s new Master’s in Nursing programs. Nursing faculty hope to attract working nurses in the western Washington region to both the Master of Science in Nursing Leadership & Administration and Master of Science in Nursing Education programs, which will begin enrolling in Fall 2024.
University Marketing worked with Nursing faculty and staff to develop a set of LinkedIn ads targeting Washington State individuals with an educational or professional background in nursing. The ads highlight the program’s flexible modality, which allows students to complete their degree with only three in-person sessions in Bellingham per quarter.

Since this is a new audience with its own distinct demographic and behavioral profile, University Marketing is closely monitoring this campaign to assess its reach and effectiveness. Initial reports indicate that the campaign is performing well in terms of impressions and clicks but has only generated one form completion. Should the campaign fail to generate more leads, University Marketing will discontinue the campaign and suggest alternative marketing investments.

### MAY 15 - MAY 25 NURSING CAMPAIGN PERFORMANCE

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Impressions</th>
<th>Clicks</th>
<th>Click-Through Rate</th>
<th>Conversions</th>
</tr>
</thead>
<tbody>
<tr>
<td>LinkedIn</td>
<td>76,302</td>
<td>596</td>
<td>0.78%</td>
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**Web Content Development & Optimization**

University Marketing collaborates closely with WebTech to create and refine web content that enhances the visibility and effectiveness of key university webpages. This partnership ensures that these pages are optimized for search engines, user-friendly, and fully accessible, thereby improving the overall user experience and engagement.

**Western on the Peninsulas Program Pages**
As part of our ongoing efforts to enhance prospective student engagement and provide comprehensive information, the University Marketing and WebTech teams developed new program pages on the Western on the Peninsulas website. These pages offer detailed insights into each major, including curriculum highlights and career prospects. Designed with user experience in mind, the pages feature streamlined navigation, engaging visuals, and content to help prospective students and their families explore and understand the unique opportunities available at WWU’s Bremerton, Poulsbo, and Port Angeles locations.

Western Locations Pages
In addition to continuing to build out the new Western on the Peninsulas site, University Marketing also gave the webpages for the other WWU locations a much-needed content update. The WWU Everett page was given a refreshed layout and edited for content clarity, accuracy, and tone. The remaining smaller centers and research sites (Anacortes/Shannon Point, Renton, and Kirkland) were consolidated onto a shared Additional Locations page in order to distinguish them from the larger Western on the Peninsulas and Everett locations.

Brand Management and Creative Services
In addition to providing the creative for campus-level campaigns, the University Marketing team works with academic and administrative teams across Western’s various campuses and locations to manage the University’s brand. This includes developing design elements and ensuring adherence to Western’s brand standards.

In April and May, the University Marketing team created brand identities and provided creative services for the following Western offices:

- Academic Advising & Student Achievement Center
- Academy for Lifelong Learning
- Advanced Materials Science & Engineering Center
- Career Services Center
- Center for Canadian-American Studies
- Child Development Center
- College of Business and Economics
- Community Relations
• Conference Services
• Department of Economics
• Education Leadership
• Emergency Management and Business Continuity
• English Department
• Ethnic Studies Department
• Fairhaven College of Interdisciplinary Studies
• Global Humanities and Religion
• Government Relations
• Inclusive Teaching Department
• Morse Leadership Institute
• Multicultural Student Services
• New Student Services/Family Outreach
• Office of Equity
• Outreach and Continuing Education
• President’s Office
• Print and Copy Center
• Professional and Continuing Education
• Registrar’s Office
• RN-to-BSN Program
• SEA Discovery Center
• Small Business Development Center
• Student Publications – Klipsun, Planet, Jeopardy, Occam’s Razor, The Rage
• University Communications
• Western Libraries
• Woodring College of Education
• WWU Athletics

Window Magazine Website – Redesign
Studios A & B: Fully Online
The OM 370 Suite is becoming unlike any other suite on campus. It has multiple studios and offices, a meeting space, a secure gear storage and tech build-out room, and four editing areas in a single suite. Our first space, Studio B, was completed in Q3 of 2023. Studio A (OM370D) is primarily the office of WWU Visual Journalist Luke Hollister but also now serves as a new studio space that can accommodate a small roundtable or host/guest shoots.

The spaces work due to the modularity of the gear we have purchased and the design of the spaces itself. Our studio cameras are 4K systems and are on wheeled dollies, therefore allowing use from studio to studio. The Studio A space is much larger, at over double the size of Studio B, so this will allow for roundtable discussions, MOOC style educational content, and small Q&A panels to be shot with relative ease. Within a week of its completion, we recorded a wide-ranging podcast interview with the past and present Black Student Union Presidents and used the dark setting to create social media content with a WWU student group for a Star Wars Day celebration.

Creating Content & Telling Stories
URM VMP has continued its great work in advancing WWU to the local community and the world. Currently, we have a lot of great stories entering pre-production or production, including a current student who is a part of the Manufacturing and Supply Chain Management degree and will be interning with Nordstrom over the summer; and explainer videos about the natural world around us and their impacts on society. They will resemble a mix of a TED Talk and the popular video series by VOX Media, with each hosted by notable WWU faculty.

Media Server Optimization and Move
The URM Visual Media Production team creates, edits, and archives their work on a 100TB system called EVO. Recently, we have been focused on creating better workflows that are as efficient and as trouble free as possible. With this in mind, we will be moving EVO from its current home in the Digital Media Center to a server rack at Bond Hall to create a more seamless workflow and enable better remote maintenance.

Work Study Student Pipeline
We currently have a senior from the Visual Journalism program interning with us until the end of the quarter. Ben has been a great addition to our small team and has been not only assisting us with shoots but has also become adept at setting out on his own to work on our Building Repository
He also has been assisting us in the EVO workflow optimization by archiving older projects and confirming that they are backed up to the cloud and physical drives. We already have our next work study recipient lined up who will begin in Fall quarter.

Projects Recently Completed
- WWU Energy Studies Director Interview (Window)
- Northwest Avalanche Center x WWU - SnowSchool (Window)
- Love Letters: Catharine Stimpson Interview (Window)
- Student Spotlight: Lily (WWU Give Day Campaign & Window)
- Student Spotlight: Hannah (WWU Give Day Campaign & Window)
- Student Spotlight: Steph (WWU Give Day Campaign & Window)
- Row Your Own Way: A WWU Women’s Rowing Team Anthem (Social Media & Campaign)
- WWU Energy Studies Student Spotlight: Olivier Singbo (Campaign & Window)

Projects in Production/Post-Production
- Sculpture Garden Short Documentary
- Tony’s Coffee X WWU: Product Design
- Meet The Deans Series
- Fairhaven Salish Sea Studio Build & Tour
- Student Spotlight: Ermias Hagos
- Student Spotlight: Renee Rocket
- Longhouse Planning & Building Documenting
- Compass 2 Campus
- Sustainability Engagement Institute
- WWU Building Repository

Future and Potential Projects
- Outdoor Center Field Experiences
- CFPA x Shannon Point Artist-in-Residency program
- WWU Summer Field Work Courses

Web Communication Technologies (WebTech)

April began in an unorthodox manner with Western’s network suffering critical outages. This had a direct impact on over 140 websites including the institutional home page and admissions. The Information Technology Services department of Academic Affairs worked tirelessly to rectify the situation. Unfortunately, the uptime in the first two weeks of April went from the normal 99.9% to only 94.66%. That week the websites were down for over 9 hours rather than the typical 1 minute or less for security patches that occur in the middle of the night. The impact of the outage caused us to pause our advertising over a weekend. The uptime has stabilized at 99.96% over the remaining period of this report which is approximately 4 minutes of downtime per week.

We have also experienced a significant increase in bot traffic attributed to the rise of Large Language Model (LLM) Generative AI. Those models need data, and they take it from public websites. The impact of this is longer page load times for real users as our existing server technologies cannot always differentiate between bots and real users. This pattern has been observed across the industry. In our current state, we have taken all measures available to direct the traffic appropriately. Additional technologies should be implemented to improve the experience for current students, staff, and prospective students and visitors. However, that will require an investment in cloud-based server services.
On April 24, the Federal Register published the Department of Justice’s (DOJ) final rule updating its regulations for Title II of the Americans with Disabilities Act (ADA). The final rule has specific requirements about how to ensure that web content and mobile applications are accessible to people with disabilities. The DOJ has published a helpful fact sheet, and WebTech is collaborating with the University’s Civil Rights and Title IX Compliance office to guide the University.

While Western has been a leader in the digital accessibility space, the inclusion of course content in the final ruling by the DOJ will require significant planning and coordination across the university. Continued focused work, by everyone at Western, will be necessary to ensure compliance by the mandated date of April 24, 2026.

WebTech helped the Libraries migrate from a digital asset management system that had reached end-of-life to a new service that provides many new capabilities to researchers and students while being much easier to maintain. We also continued migrating WordPress websites into the new theme that aligns with the rest of the Western brand and archiving sites that no longer provided value to site visitors. We completed seven of those migrations between April and May.

WebTech helped Facilities Development and Operations (FDO) launch their revamped website, collaborated with University Communications to launch a revamped digital Window, and supported the creation of university event webpages for the Spring Powwow, APIDA Heritage Month, and the Office of Equity conference. WebTech also supported the Anthropology department with numerous updates as they continued to search for a web support position. We also resolved 550 broken links across Western’s websites, primarily in colleges and departments that no longer have personnel positions related to communications.

In collaboration with University Marketing, WebTech supported the creation of new content to power the program finder on the WWU on the Peninsulas website and have built out reporting tools to help manage the curation of the content moving forward to ensure maximum value is being extracted from the efforts at building a digital presence for WWU on the Peninsulas.

Screenshot 1: Portion of keyword traffic on peninsulas.wwu.edu showing strong growth as content has been added to the website.
We also worked closely with University Marketing and the Nursing program within Woodring College of Education to build a revamped experience to align with the new graduate programs now being offered. The Woodring Nursing Program web pages now afford interested students and practicing nurses the ability to explore what pathways are available through Western.

Behind the web that everyone sees, we have implemented a newer protocol on the web server and proxy which allows for faster page load times. We spent time reviewing the search patterns of users both on external engines and the internal search engine to find related terms used in search and then highlighting the relevant resource at Western. Users now see a styled result or results if a query matches. This is an effort to help students find the right resource, at the right time.

Screenshot 2: In this example, a user searches for planning and rather than getting Urban Planning as the top result, they see Academic Advising followed by Urban Planning.
We are also pleased to report a working implementation of dynamic catalog links. The university catalog system requires unique links for each program each time a new catalog is produced. This meant updating over 1,600 links per year by hand. With the new code developed, the updates can be made in one place, and many links are updated automatically. Work is still required to get all the legacy links updated to use this new code, but we know it will improve worker efficiency during the yearly catalog release window.
The work WebTech conducts has increased by about 100% over the prior reporting period. We continued to resolve more issues than were created, though just slightly. There were 202 created issues compared to 114 in the past period. We did resolve 206. Interestingly, the email support inbox decreased to 415 emails.

**UNIVERSITY RELATIONS**

Community Relations
Notable projects and connections that enhance WWU visibility, improve community access, and increase community-to-university partnerships.

**APIDA Heritage Month Festival**
The director of Community Relations facilitated the planning of the 2nd annual Asian Pacific Islander Desi American (APIDA) Heritage Month festival, which was held on Tuesday, May 14 at Whatcom Community College. This community-wide event provided cultural performances, interactive activities from a dozen local APIDA vendors, a silent auction which raised nearly $2,000 for displaced people in the Lahaina, HI fire, and a memorable panel of key APIDA community leaders, including Uzma Ahmad. Opening remarks were provided by Whatcom Community College President Kathi Hiyane-Brown, the first Asian female president in the Washington State Community and Technical College system.

More than 300 students, families and community members attended this year's event which is twice the attendance of the 2023 inaugural event. Guests enjoyed a complimentary meal purchased from local APIDA-owned restaurants, Bry’s Filipino and Naan & Brew. A highlight of the event was a 15-foot-long timeline of local APIDA history and heritage on display. Guests filled the timeline with their own families’ immigration stories which was gifted to the Whatcom Museum to display for the remainder of APIDA Heritage Month.

This powerful event was made possible by a growing community partnership that now has 10 partners including Bellingham Public Schools, Peace Health, the City of Bellingham, Whatcom Community College, Chuckanut Health Foundation, and others. More information about the event can be found at [www.wwu.edu/apida](http://www.wwu.edu/apida).

**Memorial Day Parade**
Community Relations facilitated WWU’s participation in the Whatcom County Memorial Day Parade on May 25th, which is Whatcom County’s largest and longest running parade. WWU Cheer carried the WWU “Make Waves” banner while the student band Analog Brass delighted crowds with their upbeat, New Orleans-style jazz.

**Reducing Sidewalk Furniture**
At the end of each school year, Community Relations collaborates with campus and community partners on a large informational campaign to reduce the presence of furniture and household items left in front of houses and on street corners. This campaign includes an email to students from WWU’s director of Student Life that provides a list of community resources to store, dump or donate unwanted items. The campaign also includes “pack it out” yard signs provided to neighbors by the City of Bellingham, social media videos and posts, campus posters, increased garbage pickups by the city of Bellingham, communication with prominent landlords, and promotion of “Couchella,” a student-run event where hundreds of well-cared for items are picked up and stored over the summer and made available for free to students at the beginning of the fall quarter. This annual effort has lessened the amount of sidewalk trash around WWU’s campus and improved neighborhood relations.

**Downtown Spring Clean**
For the second year in a row, Community Relations partnered with the Downtown Bellingham Partnership for the annual WWU Downtown Spring Clean on Saturday, June 1. Twenty WWU students removed graffiti, cleaned up alleys, and tidied up downtown’s flowerbeds making a difference in the community. An additional downtown cleanup effort also takes place every fall.

**Olympic Pipeline 25th Anniversary Commemoration**
WWU Community Relations partnered with the Olympic Pipeline Trust commemorating the 25th anniversary of the Olympic Pipeline explosion in Bellingham’s Whatcom Falls Park. WWU supported this commemoration in four different ways: 1) Promotion of a multitude of events including a Whatcom Falls Park cleanup project in partnership with the City of Bellingham on Saturday, June 1; 2) Display of two large informative posters in WWU’s Wade King Student Recreation Center which is named after one of the three young people lost that tragic day; 3) WWU professor of Environmental Science Leo Bodensteiner will serve on a panel as a part of a documentary viewing at the Pickford Film Center on Saturday, June 8. Dr. Bodensteiner has been personally involved with the families of the three boys lost in the explosion and his classes have supported rehabilitation efforts in Whatcom Falls Park for the past two decades. 4) WWU leadership will attend a community dedication at Bellingham High School on Monday, June 10th. The slate of events can be viewed at https://pstrust.org/25th-anniversary-of-the-olympic-pipeline-tragedy.

Tony’s Coffee “All Nighter” Collaboration
Community Relations is collaborating with Tony’s Coffee on a new blend called “All Nighter” with a portion of all sales to benefit WWU Athletics. This custom-made blend has flavor profiles selected exclusively by WWU students and will be sold online, through the A.S. Bookstore and in select local grocery stores. Tony’s All Nighter blend will also be served in the dining halls on WWU’s campus. The label for the new fair trade organic blend was designed by WWU student, Zoe Malee and will be available before the start of fall quarter 2024 in time for Move-in Weekend.

Bellingham Whatcom County Tourism Partnership and Recognition
The director of Community Relations was recently recognized by Bellingham Whatcom County Tourism for his six years of service on their board at their Taste of Tourism annual meeting. This partnership has expanded WWU’s presence in Tourism’s marketing and communication efforts, and resulted in a new WWU campus map and brochure available at Bellingham’s visitor centers, hotels, and kiosks, and a new preferred hotel partner web page offering discounts for WWU visitors and dozens of area hotels. Due to the benefits of this partnership, the bylaws of Bellingham Whatcom County Tourism’s board were changed to require that there always be a WWU representative serving on the Tourism board from this point forward. URM’s Social Media Manager, Caitlyn Daniels, will replace Chris Roselli on the board in August when his term expires.
A ceremony was held for the House of Healing blessing and ground turning event on April 11, 2024, at the building site in the Sehome Hill Arboretum. The attendance included over 200 visitors from WWU, Bellingham, Whatcom County, Lummi, Nooksack and Swinomish tribes.

It is expected for the building to be completed by late summer/early fall of 2025. The planning and development for the construction phase continues to be a weekly process of meeting with the WWU HOH Steering committee and the Tribal Relations Department.

The Tribal Liaison collaborated with Dr. Michael Shepard of the Anthropology department to sponsor the 50th Anniversary Boldt Decision Panel held on May 15, 2024. The panel featured Coast Salish Tribal Leaders, Timothy Ballew Sr. – Lummi, Tribal Senator Jeremy Wilbur – Swinomish, Scott Schuyler – Upper Skagit, Jay Julius – Lummi, Ellie Kinley – Lummi and Nancy Shippentower – Nisqually. The event was held in Fraser Hall, and it was packed with WWU students, faculty, staff and surrounding tribal community members.

**Advisory Functions**

The Tribal Liaison continues to be actively involved in consultation with students, staff, faculty, and administration with issues and policies about tribal nations and pathways for building inclusive and collaborative relationships.

The Tribal Liaison continues to meet weekly with the WWU architect team for the longhouse planning. The Liaison also meets with the WWU NAGRPA Advisory Committee for concerns involving the relationship between WWU and local tribes.

**Relationship-Building**

The Tribal Liaison has continued working on a project in collaboration with James McCafferty, Director of WWU’s Center for Economic and Business Research, and the Washington State Department of Commerce involving a study that analyzes how the economic impact of oil refining in Washington State is likely to impact refineries, refinery workers and refinery communities which includes several local tribal communities. This study is to be finalized by December 31, 2024, and distributed to the energy and environment committees of the state legislature. The Tribal Liaison is
responsible for promoting tribal engagement in the survey and study in consultation with Commerce staff.

The Tribal Liaison serves on the Washington Sea Grant Advisory Committee who meet on a quarterly basis to provide strategic advice on enhancing the capacity, relevance and effectiveness of WSG. Through this work the Tribal Liaison had the opportunity to attend the Daak Kusteeyi – Our Way of Life by the Sea Indigenous Aquaculture Gathering hosed by the Sitka, Tlingit and Haida tribes in Alaska on May 8 – 11, 2024. This was a wonderful time of learning and sharing of stories about Native aquaculture along with the issues and challenges for keeping the practices moving forward for future generations.

Small Business Development Center

WWU SBDC BELLINGHAM Q1 HIGHLIGHTS

<table>
<thead>
<tr>
<th>Businesses Served</th>
<th>Q1 2024</th>
<th>Q1 2023</th>
<th>YTD 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Counseling Received</td>
<td>254</td>
<td>181</td>
<td>254</td>
</tr>
<tr>
<td>SBDC Sponsored Training Participants</td>
<td>32</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Information or Resources Provided</td>
<td>68</td>
<td>81</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clients' Economic Impacts</th>
<th>Q1 2024</th>
<th>Q1 2023</th>
<th>YTD 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Formation</td>
<td>$2.03</td>
<td>$4.7M</td>
<td>$2.03</td>
</tr>
<tr>
<td>Business Starts</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Jobs Created or Retained</td>
<td>207</td>
<td>573</td>
<td>207</td>
</tr>
</tbody>
</table>

Note: Figures updated from preliminary data presented in prior report

Congratulations Dr. Deck

Dr. Liliana Deck has been honored with the WWU President's Exceptional Effort award in recognition of her efforts in building our center’s multilingual advising service. The award was presented on Thursday, May 30 at the WWU Celebration of Excellence ceremony.

Microlending

In Q1, the WWU SBDC hired a part-time employee with an extensive background in commercial lending to help further the development of a microlending program in Whatcom County for historically disadvantaged clients and/or solopreneurs. Some of the most common unmet financing needs come from newcomers (i.e. immigrants), women, young, and/or rural entrepreneurs, with needs such as:

- Loans from $2,000 - $100,000 (typically, commercial lenders give priority to loans with a minimum of $250,000)
- Loans based on a percentage of revenue rather than a fixed amount.
- Loans with an interest rate lower than credit cards
- Lending available for those without a credit history (or sub-par credit)
- Loans with a grace period (ex: 6 months) before repayment commences.

Community Outreach

The WWU SBDC engages with the local community in a variety of ways: to identify reputable professional services providers for referral purposes; learn about community needs; collaborate with
local providers; explore potential opportunities; and, to spread the word about our work to business. Below are organizations and businesses we met with in Q1:

- Banner Bank
- Bellingham Chamber of Commerce
- Blaine Chamber of Commerce
- Center for Inclusive Entrepreneurship
- City of Bellingham
- Chase Bank
- Ferndale Chamber of Commerce
- First Fed Bank
- Hearing, Speech & Deaf Center - Joel Bergsbaken (Referral partner)
- Heritage Bank – Seth Nolan, Commercial Banking Officer
- Immigrant Resources & Immediate Support (IRIS)
- Joyco Digital - Dan Joyner (Referral partner)
- Lynden Chamber of Commerce
- Mercy Housing
- Northwest Workforce Council - Scott Iddings
- Paige Woods, Web Developer (Referral partner)
- Peoples Bank
- Port of Bellingham - John Michener, Economic Development Project Manager
- Savi Bank
- Sustainable Connections
- Veum Accounting and Consulting LLC - Sally Veum (Referral Partner)
- Washington State Department of Commerce - Small Business Resiliency Network
- WECU- Dan Murphy, Business Experience Officer
- Whatcom Business Alliance
- Whatcom Family YMCA - Lori Stacy
- Whatcom Community College
- Whatcom Community Foundation
- Whatcom County Business and Commerce Committee
- Whatcom Farm Expo
- Whatcom Young Professionals
- WWU Center for Law, Diversity, and Justice - Ceci Lopez
Continuums of Service Conference
Washington Campus Coalition for the Public Good, in partnership with member institutions, was selected to host the Continuums of Service regional conference in Seattle, WA in 2025. This conference brings together community engagement faculty, administrators, students, and community partners from across the western region of the United States and U.S. Territories to address critical issues facing higher education and communities. The theme of the 2025 conference will focus on higher education partnerships with Indigenous and marginalized communities.

Planning for this conference is underway. Higher education tribal liaisons and leaders representing marginalized communities are meeting monthly to design the conference and identify ways to honor place, share best practices, and showcase the Pacific Northwest partnership and initiatives.

Leadership Transition
After almost 29 years, Jennifer Hine, executive director for Washington Campus Coalition for the Public Good, will be retiring during this next academic year. A national search for her replacement is underway. Final candidates will be brought to campus in August with an anticipated start date sometime in September 2024.
Purpose of Submittal:

Information from the Office of Research and Sponsored Programs concerning grant awards for the period July 1, 2023 – May 31, 2024.

Supporting Information:
- Grant awards/totals for the period 7/1/23 – 5/31/24
Annual Summary of External Grant Activity
Office of Research and Sponsored Programs
For FY24 (7/1/2023 to 5/31/2024)

Research and Sponsored Programs Awards
July 1, 2023 - May 31, 2024

<table>
<thead>
<tr>
<th>Award Size Range</th>
<th>Total</th>
<th># Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All active awards</td>
<td>$19,704,958</td>
<td>121</td>
</tr>
<tr>
<td>&lt;$50,000</td>
<td>$1,036,684</td>
<td>47</td>
</tr>
<tr>
<td>$50,000 - $100,000</td>
<td>$1,732,197</td>
<td>25</td>
</tr>
<tr>
<td>$100,000 - $250,000</td>
<td>$4,388,145</td>
<td>27</td>
</tr>
<tr>
<td>$250,000 - $500,000</td>
<td>$5,692,289</td>
<td>16</td>
</tr>
<tr>
<td>&gt;$500,000</td>
<td>$6,782,493</td>
<td>6</td>
</tr>
</tbody>
</table>

Snapshot of Active Grants by Department
May 31, 2024

<table>
<thead>
<tr>
<th>Department</th>
<th>Award Totals</th>
<th># Active Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Env Sci</td>
<td>$9,138,925</td>
<td>41</td>
</tr>
<tr>
<td>Geology</td>
<td>$7,861,216</td>
<td>29</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$7,259,337</td>
<td>30</td>
</tr>
<tr>
<td>SPMC</td>
<td>$7,044,534</td>
<td>15</td>
</tr>
<tr>
<td>AmeriCorps</td>
<td>$5,898,485</td>
<td>2</td>
</tr>
<tr>
<td>Psychology*</td>
<td>$5,556,819</td>
<td>8</td>
</tr>
<tr>
<td>SMATE</td>
<td>$4,501,981</td>
<td>7</td>
</tr>
<tr>
<td>Early Childhood Ed**</td>
<td>$4,422,195</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>$4,223,250</td>
<td>12</td>
</tr>
<tr>
<td>All Others</td>
<td>$15,051,052</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td><strong>Total</strong> 236</td>
<td></td>
</tr>
</tbody>
</table>

*Includes Jeff Carroll’s $4M CHDI grant, exiting faculty
**Includes Anna Lees’s $1.1M NSF grant, exiting faculty

Data exclude awards that were active during FY24, but closed by the time of this report (5/31/2024).
Award totals represent multiple years of funding (e.g. a 3 year $350,000 award is counted as $350,000)
## Top 10 New Awards
### July 1, 2023 - May 31, 2024

<table>
<thead>
<tr>
<th>P.I. Name</th>
<th>Department</th>
<th>Amount</th>
<th>Funding Agency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kodner, Robin</td>
<td>Environmental Sciences</td>
<td>$1,203,675</td>
<td>NSF</td>
<td>EVOLVED - Operationalize, Lift up, and Value Equity and Diversity in the Consortium of Aquatic Science Societies</td>
</tr>
<tr>
<td>Borda, Emily</td>
<td>SMATE</td>
<td>$1,172,326</td>
<td>NSF</td>
<td>Science Education for Equity in K-6 (SEEK)</td>
</tr>
<tr>
<td>Hanuscin, Debi</td>
<td>SMATE/Elementary Education</td>
<td>$1,045,966</td>
<td>NSF</td>
<td>Culturally Responsive Science Teaching</td>
</tr>
<tr>
<td>Monson, Tesla</td>
<td>Anthropology</td>
<td>$556,927</td>
<td>NSF</td>
<td>RUI: Morphometric investigation of the evolution of orbital morphology</td>
</tr>
<tr>
<td>Ross, Brian</td>
<td>Capital Budget</td>
<td>$450,000</td>
<td>US Dept of Ed</td>
<td>Longhouse Equipment and Program Development</td>
</tr>
<tr>
<td>Housen, Bernard</td>
<td>Geology</td>
<td>$401,467</td>
<td>NSF</td>
<td>Collaborative Research: Clockwise block rotation in the Pacific Northwest and sinistral movement on the Lewis &amp; Clark zone</td>
</tr>
<tr>
<td>Seitz, Carole</td>
<td>Small Business Development Center</td>
<td>$395,633</td>
<td>WSU</td>
<td>WSU SBA Federal Grant CY2023</td>
</tr>
<tr>
<td>Spiegler, Clint</td>
<td>Chemistry</td>
<td>$388,228</td>
<td>NIH</td>
<td>Structural and Biochemical Studies of Blood Coagulation Factor VIII to Overcome the Immune Response</td>
</tr>
<tr>
<td>Gilbertson, John</td>
<td>Chemistry</td>
<td>$386,719</td>
<td>NIH</td>
<td>Bioinspired Structure/Function Studies that Leverage Proton-Responsive Secondary Coordination Spheres</td>
</tr>
<tr>
<td>Amacher, Jeanine</td>
<td>Chemistry</td>
<td>$382,912</td>
<td>NIH</td>
<td>Improved Understanding of Bacterial Sortase Activity Towards Next-Generation Protein Engineering</td>
</tr>
</tbody>
</table>

## Top 5 Additional Funding Awards
### July 1, 2023 - May 31, 2024

<table>
<thead>
<tr>
<th>P.I. Name</th>
<th>Department</th>
<th>Amount</th>
<th>Funding Agency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spurgin, Jennifer</td>
<td>Washington Campus Coalition</td>
<td>$2,222,950</td>
<td>Corporation for National &amp; Community Service</td>
<td>AmeriCorps 2021 - 2024</td>
</tr>
<tr>
<td>Dillard, Elizabeth</td>
<td>Elementary Education</td>
<td>$580,649</td>
<td>US Department of Education</td>
<td>Year 2 - Providing Equitable Access to Continuing Education (PEACE) Project:</td>
</tr>
<tr>
<td>Khan, Alia</td>
<td>Environmental Sciences</td>
<td>$406,595</td>
<td>National Science Foundation</td>
<td>Year 2 - CAREER: Coastal Antarctic Snow Algae and Light Absorbing Particles: Snowmelt, Climate and Ecosystem Impacts</td>
</tr>
<tr>
<td>Whitley, Cameron</td>
<td>Sociology Department</td>
<td>$351,998</td>
<td>National Science Foundation</td>
<td>Year 2 - CAREER: The Application of Strategic Anthropomorphism to Activate Empathy and Advance Conservation</td>
</tr>
<tr>
<td>Paci-Green, Rebekah</td>
<td>Environmental Sciences</td>
<td>$343,891</td>
<td>Research Foundation of SUNY</td>
<td>Year 2 - LEAP-HI: Compounding Risk Assessment</td>
</tr>
</tbody>
</table>
Below is a list of students who have achieved outstanding academic recognition by being awarded a prestigious Scholarships or Fellowships in 2024. Thank you to their Faculty Mentors and others who help support these students on their impressive paths.

**Hollings Scholarship**

Kikken Schleusner won the Hollings Scholarship. Kikken will be a junior next year and is a math major. The Hollings is awarded to outstanding sophomores who plan on working to understand and protect our environment. This is a two-year award, with approximately $8,500 awarded for the junior and senior years plus a paid summer internship at a NOAA site in the United States. The total value of the scholarship is about $25,000. Kikken is the 25th Hollings winner Western has had since 2010. Kikken is from Anchorage, AK. In addition, Kikken is a competitive skier, and while in Anchorage started a club to provide disabled students access to skiing.

Caleb Jansen is a Hollings Scholarship winner this year. He is in the Environmental Sciences department and the Honors College.

**Udall Scholarship**

Lauryn Nanouk Jones won the Udall Scholarship for next year, when she will be a junior. The Udall is intended for students focusing on studying and protecting the environment. Lauryn, an Alaskan Native hailing from a village (Unalakleet) on the Bering Sea, went to high school in Sitka and has been very active in Alaskan and international organizations committed to protecting the Arctic. The Udall Scholarship is valued at $7,000 and is one of the most competitive of all undergraduate awards, there being only 55 awarded nationally each year.

**Fulbright Teaching Assistantship Award**

Abigail Landaverde won a Fulbright Teaching Assistantship Award for South Korea, which she will undertake in September of this year. Abigail graduated from
Western Washington University in June 2023, magna cum laude with a GPA of 4.00. She majored in linguistics, with a minor in anthropology and was a four-year student in Western's Honor's College. Abigail's father is from El Salvador, her mother from Western Europe, and she is fascinated by the Korean language. As befitting one in love with language itself, she has also studied Spanish, Japanese linguistics, and worked with a speaker of Asante Twi (a language of Ghana) to develop innovative research methods. In addition, she is currently a para-educator in special education for the Puyallup School District. The value of the Fulbright ETA is approximately $18,000.

Fulbright Study Grant
Michael Lusk won a Fulbright Study Grant to get a master’s at the University of Ghent, Belgium. Michael’s scholarly focus is on the removal and disposal of micro-plastics, which are now endemic in the world’s food chain. In addition, Mike let me know that he has been awarded the Mastermind Scholarship from the Flanders region of Belgium, an award that is also highly competitive. The Fulbright Study Grant is worth approximately $18,000 and the Mastermind is worth 10,000 Euros. Michael’s wife and child will accompany him to Europe for at least a one-year stay.

Critical Language Scholarship (CLS)
Cabe Roth, history major, will be studying Turkish in Istanbul, summer 2024. The value of this award is $8,000.

State Department Gilman Scholarship
The following students were awarded the U.S. Department of State Benjamin A. Gilman International Scholarship, which is a nationally competitive scholarship designed to support underrepresented students to study or intern abroad. These students competed in the award cycles that took place last October 2023 and March 2024.

Mikayla Kutsher, Chile, Winter Quarter 2024
Delia Costello, Spain, Spring Semester 2024
Jamilynn Cavallo, Costa Rica, Summer Quarter 2024
Blake Rowe, United Kingdom, Academic Year 2024-25 (note: Blake is our first Gilman McCain recipient, which is a special category of Gilman award for dependents of active-duty service members)
Emmett Elsom, Nepal, Fall Quarter 2024

Tom Moore, Director of the Fellowships Office, who also teaches in the Honors College and Global Humanities and Religions Department, compiled a list of Western Washington University students who have received prestigious academic scholarships and fellowships since 2010, when the Fellowship Office was established. Here is a snapshot of the award totals in a few of the most noteworthy categories. Total monies received by Western students during this time period is approximately $2.3 million.
Totals as of June 4, 2024:
    Fulbrights: 2
    Hollings: 2
    Udall: 1
    CLS: 1

Total dollar amount expected illustrated for awards listed above: $110,000
TO: Members of the Board of Trustees
FROM: President Sabah Randhawa by Brad Johnson, Provost and Executive Vice President
DATE: June 14, 2024
SUBJECT: Annual Report of Student Declared Majors
PURPOSE: Information Item

Purpose of Submittal:

To provide the Board of Trustees with overviews on quarterly information about the number of declared student majors per academic department for spring quarter 2024 and spring quarter 2023. The reports include spring 2023 and spring 2024 census date comparisons.

Supporting Information:
- Spring 2024 – Number of Declared Majors at Peak
- Spring 2023 – Number of Declared Majors at Peak
- Change 2019 - 2024
<table>
<thead>
<tr>
<th>Department</th>
<th>Spring, 2023</th>
<th>Spring, 2024</th>
<th>1-year % change</th>
<th>5-year % change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>172 UG Major</td>
<td>198 UG Major</td>
<td>15%</td>
<td>-20%</td>
</tr>
<tr>
<td>American Cultural Studies</td>
<td>11 UG Major</td>
<td>8 UG Major</td>
<td>-27%</td>
<td>-27%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>184 UG Major</td>
<td>178 UG Major</td>
<td>-3%</td>
<td>5%</td>
</tr>
<tr>
<td>Art and Art History</td>
<td>270 UG Major</td>
<td>274 UG Major</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Biology</td>
<td>469 UG Major</td>
<td>444 UG Major</td>
<td>-5%</td>
<td>-31%</td>
</tr>
<tr>
<td>Canadian/American Studies</td>
<td>3 UG Major</td>
<td>4 UG Major</td>
<td>33%</td>
<td>300%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>289 UG Major</td>
<td>278 UG Major</td>
<td>-4%</td>
<td>-2%</td>
</tr>
<tr>
<td>Childhood, Ele, &amp; Multilingual Edu</td>
<td>329 UG Major</td>
<td>330 UG Major</td>
<td>0%</td>
<td>-3%</td>
</tr>
<tr>
<td>College of Business &amp; Econ</td>
<td>9 UG Major</td>
<td>4 UG Major</td>
<td>-56%</td>
<td>-91%</td>
</tr>
<tr>
<td>Disorders</td>
<td>147 UG Major</td>
<td>150 UG Major</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>187 UG Major</td>
<td>197 UG Major</td>
<td>5%</td>
<td>-27%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>670 UG Major</td>
<td>690 UG Major</td>
<td>3%</td>
<td>27%</td>
</tr>
<tr>
<td>Decision Sciences</td>
<td>166 UG Major</td>
<td>140 UG Major</td>
<td>-16%</td>
<td>-51%</td>
</tr>
<tr>
<td>Design</td>
<td>76 UG Major</td>
<td>96 UG Major</td>
<td>26%</td>
<td>300%</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>11 UG Major</td>
<td>15 UG Major</td>
<td>36%</td>
<td>-50%</td>
</tr>
<tr>
<td>Economics</td>
<td>102 UG Major</td>
<td>114 UG Major</td>
<td>12%</td>
<td>-50%</td>
</tr>
<tr>
<td>Edu Leadership &amp; Inclusive Tech</td>
<td>268 UG Major</td>
<td>241 UG Major</td>
<td>-10%</td>
<td>-3%</td>
</tr>
<tr>
<td>Energy</td>
<td>462 UG Major</td>
<td>445 UG Major</td>
<td>-2%</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>482 UG Major</td>
<td>523 UG Major</td>
<td>9%</td>
<td>63%</td>
</tr>
<tr>
<td>English</td>
<td>462 UG Major</td>
<td>445 UG Major</td>
<td>-4%</td>
<td>-20%</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>11 UG Major</td>
<td>11 UG Major</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>353 UG Major</td>
<td>393 UG Major</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>335 UG Major</td>
<td>319 UG Major</td>
<td>-5%</td>
<td>-31%</td>
</tr>
<tr>
<td>Fairhaven College</td>
<td>211 UG Major</td>
<td>234 UG Major</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Finance &amp; Marketing</td>
<td>373 UG Major</td>
<td>411 UG Major</td>
<td>10%</td>
<td>-6%</td>
</tr>
<tr>
<td>Geology</td>
<td>182 UG Major</td>
<td>173 UG Major</td>
<td>-5%</td>
<td>-5%</td>
</tr>
<tr>
<td>Global Humanities &amp; Religions</td>
<td>43 UG Major</td>
<td>38 UG Major</td>
<td>-12%</td>
<td>533%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>1 UG Major</td>
<td>1 UG Major</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Health &amp; Community Studies</td>
<td>235 UG Major</td>
<td>239 UG Major</td>
<td>2%</td>
<td>-22%</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>500 UG Major</td>
<td>509 UG Major</td>
<td>2%</td>
<td>155%</td>
</tr>
<tr>
<td>History</td>
<td>223 UG Major</td>
<td>223 UG Major</td>
<td>0%</td>
<td>-7%</td>
</tr>
<tr>
<td>International Studies</td>
<td>2 UG Major</td>
<td>11 UG Major</td>
<td>450%</td>
<td>N/A</td>
</tr>
<tr>
<td>Journalism</td>
<td>141 UG Major</td>
<td>133 UG Major</td>
<td>-6%</td>
<td>-36%</td>
</tr>
<tr>
<td>Linguistics</td>
<td>99 UG Major</td>
<td>105 UG Major</td>
<td>6%</td>
<td>-23%</td>
</tr>
<tr>
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<td>262 UG Major</td>
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<td>-40%</td>
</tr>
<tr>
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<td>-21%</td>
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<td>185 UG Major</td>
<td>-14%</td>
<td>-13%</td>
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<td>Modern and Classical Languages</td>
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<td>198 UG Major</td>
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<td>-30%</td>
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<td>Subject</td>
<td>Before</td>
<td>After</td>
<td>Change</td>
<td>Before</td>
</tr>
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<td>-------------------------------</td>
<td>--------</td>
<td>-------</td>
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<td>Multidisciplinary Studies</td>
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<td>Philosophy</td>
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<td>Secondary Education</td>
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<td>Sociology</td>
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<td>273</td>
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<td>Theatre Arts and Dance</td>
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<td>165</td>
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<td>Univ Interdisciplinary Progms</td>
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<td>23</td>
<td>0</td>
<td>23</td>
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<tr>
<td>Urban &amp; Envr Plan &amp; Policy</td>
<td>37</td>
<td>60</td>
<td>0</td>
<td>97</td>
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<tr>
<td>Women, Gender &amp; Sexuality</td>
<td>0</td>
<td>41</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>1842</td>
<td>7254</td>
<td>673</td>
<td>9769</td>
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WESTERN WASHINGTON UNIVERSITY
ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Sabah Randhawa on behalf of Jacqueline Hughes, Chief Diversity Officer, Executive Director, Office of Equity

DATE: June 14th, 2024

SUBJECT: Accessibility, Diversity, Equity and Inclusion Report

PURPOSE: Information Item

Updates since December 2023 Report:

ADEI Dynamic Plan Overview

The ADEI framework is based on a series of data collected over time and include information from the following data sources: Structural Equity Team Report; Spring 2022 Climate Survey, listen sessions held with groups of students, faculty, staff; and meetings with ADEI groups and committees across all colleges and divisions.

A thematic analysis of the data consistently showed that the primary desire across university constituents is to be part of a community where they feel connected, accepted, valued, and treated fairly. This was particularly the case among members of Western’s community who are historically marginalized and underrepresented. These values are also reflected in two strategic goals for the University: fostering a deeper understanding of place, and creating a supportive, respectful environment. A report of the findings is on the Office of Equity Website.

In his book, College Student Sense of Belonging: A key to Educational Success for All Students (2012), Strayhorn explores how belonging varies based on each person’s social identities and campus conditions and posits that cultivating belonging involves creating environments that promote connection, respect, psychological safety, and fair treatment. Although Strayhorn’s focus is on students the same holds true for faculty and staff.

Bell Hooks emphasizes that becoming a community is both a goal and a process, and to become the community we want, we must start with community building and belonging (defined below) as the foundation for our ADEI work. For Western to achieve a greater sense of community and belonging a paradigm shift is required which, according to Thomas Kuhn, is a momentous change in how things are typically thought about or done. S.S. Masterson (2003) adds that this new way should be open-ended to allow exploration, experimentation, and
transformation. As such our ADEI plan is dynamic, will evolve and change as we move through the various cycles of implementation, assessment, and alignment.

The WWU draft ADEI framework was discussed and approved by the cabinet in Winter 2023. The framework was introduced to the deans during a Council of Deans meeting, to members of the university community at a Winter Quarter 2023 BFA lunch and learn, and to ADEI leads from all divisions during the Spring quarter 2023. The framework was also shared at the May 8th Day of Learning and Community Building event. We will continue to share and revise the framework as we move through the implementation process.

Key terms and definitions:
The following definitions provide the lens that will guide our work.

**Community** is our individual and collective identities and how those identities intersect to shape our experiences in the spaces we share; and belonging is defined by our ability to reflect and build social connections that shape and transform those experiences. These two concepts share the principles and tenets of diversity, equity, inclusion, and social justice.

**Community building** is best described as diverse groups of people working together to cultivate an environment that is cohesive, equitable, fair, just, and inclusive, where there is a culture and climate of belonging that values human worth and dignity for all. (Allen, et. al, 2021, Belonging: A review of conceptual issues, an Integrative framework, and Directions for Future Research).

**Belonging** as defined by Allen, et. al., is the subjective feeling of deep connection with social groups, physical places, and individual and collective experiences (Allen, et. al. 2021, Belonging: A review of conceptual issues, an Integrative framework, and Directions for Future Research). It is a fundamental human need that predicts numerous mental, physical, social, economic, and behavioral outcomes. Burns and Ellis (2023) define belonging as a “deeper, more profound layer of DEI it goes beyond merely granting access; it invites individuals to feel valued, accepted, and embraced for who they are.” (Accessibility and Belonging: Cornerstones of Diversity, Equity, and Inclusion, 2023). Furthermore, belonging and accessibility “intersect and reinforce each other. When we prioritize accessibility, we create the conditions for belonging to flourish” (Accessibility and Belonging: Cornerstones of Diversity, Equity, and Inclusion, 2023).

**Thematic Analysis of Data**
The following five themes emerged from the data sources discussed earlier and form the basis for the ADEI framework and plan.

- Desire for a greater sense of community, belonging, and psychological safety. (*Community and belonging*)
- Greater transparency in decision making across the institution. (*Vertical Alignment*)
- Clear and consistent institutional communication. (*Vertical Alignment*)
- Removal of barriers and silos to ADEI work. (*Vertical Alignment*)
- Need for ADEI professional development and skill building. (*Capacity building*)
Using these five themes combined with my knowledge in the field, I have created four core areas for how we will engage in our ADEI work: capacity building; vertical structural alignment (this includes roles, responsibilities, and accountability); measurement and assessment; and policies, and practices. The final ADEI plan will be available in Fall 2024.

The following two graphics provide a map of how the work will proceed.
Day of Learning & Community Building

On Wednesday, May 8, 2024, the WWU Office of Equity presented the first-ever mini conference focused on community building. The convening offered students, faculty, and staff an opportunity to discuss the meaning and value of community and community building as a path to enhanced ADEI and social justice efforts.

Throughout the day, participants heard about Western’s dynamic ADEI plan, learned about building community, engaged in dialogue on current topics (navigating conflict and difficult conversations, free speech, etc.) and practiced community-building skills. Approximately 264+ people attended (does not include drop-ins), and 10 workshop sessions were offered including community as a verb, discussion on race, power, and privilege, and a deeper dive into trauma-informed principles of teaching. Here is a look at attendance for each of the 10 conference sessions.

<table>
<thead>
<tr>
<th>DAY OF LEARNING SESSION</th>
<th>IN-PERSON</th>
<th>ONLINE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Keynote (AM)</td>
<td>62</td>
<td>34</td>
<td>96</td>
</tr>
<tr>
<td>Community As Verb (AM)</td>
<td>35</td>
<td>36</td>
<td>71</td>
</tr>
<tr>
<td>Talking Circle (AM)</td>
<td>16</td>
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<td>16</td>
</tr>
<tr>
<td>Theory to Practice (AM)</td>
<td>12</td>
<td>n/a</td>
<td>12</td>
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<tr>
<td>Identity, Intersectionality, and Social Perception (AM)</td>
<td>9</td>
<td>n/a</td>
<td>9</td>
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<tr>
<td>Lunch</td>
<td>98</td>
<td>n/a</td>
<td>98</td>
</tr>
<tr>
<td>Race, Power, &amp; Privilege (PM)</td>
<td>38</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>Free Speech in the Classroom (PM)</td>
<td>18</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Theory to Practice (PM)</td>
<td>16</td>
<td>n/a</td>
<td>16</td>
</tr>
<tr>
<td>Navigating Conflict &amp; Difficult Conversations (PM)</td>
<td>30</td>
<td>n/a</td>
<td>30</td>
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<tr>
<td>Closing Session: Let's Talk Panel (PM)</td>
<td>58</td>
<td>n/a</td>
<td>58</td>
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</table>

Actual Attendees 264

Student Profiles Project
This student-led project was developed to broaden our understanding of how students experience WWU and includes a series of videos and audio podcasts—each showcasing student experiences and how individuals have learned to thrive in a predominantly white
institution. The project's purpose is to center student experiences and amplify their voices to honor their perspective. The hope is that other students will recognize themselves in this series.

The project was initiated in Spring 2023 and between Fall 2023 and Winter of 2024 we produced 10 student profiles. These profiles will be available on the Office of Equity website.

**Goals for AY 2024-25**

**Goal One:** The Office of Equity is in the process of planning a year long series of dialogue and exploration on the interpretation and use of a variety of “isms” and “antis” and how our interpretation and use of these terms impact our community. This will be a yearlong series that will culminate in a community wide discussion.

**Goal Two:** Develop a series of skill building workshops for students, staff, and faculty on diverse topics to expand our capacity to engage in higher level ADEI work.

**Goal Three:** Continue student profiles project and expand to include faculty and staff.
Purpose of Submittal:
Fourteen distinguished faculty members have been approved for emerita/emeritus status by their respective college deans, department chairs, and the President.

Supporting Information:
Biographical information based on narratives provided by College Deans and Department Chairs.

College of Business and Economics
• Craig Dunn, Management
• Farrokh Kahnamou, Economics

College of Humanities and Social Sciences
• Lorrie Brilla, Health and Human Development
• Brenda Miller, English
• Donna Qualley, English

College of Science and Engineering
• Edoh Amiran, Mathematics
• Nicole Hoekstra, Engineering and Design
• Scott Linneman, Geology
• Michael Meehan, Computer Science
• Arunas Oslapas, Engineering and Design
• Janet Mock, Mathematics
• Greg Schwartz, Mathematics

Woodring College of Education
• Gail Coulter, Education Leadership and Inclusive Teaching
Alphabetized by Last Name and Not Intended to Represent a Comprehensive List of Accomplishments

**Edoh Amiran (Associate Professor Emeritus)** – B.A., University of Chicago; PhD., Massachusetts Institute of Technology. Dr. Amiran joined the Mathematics Department in 1989 and has made significant contributions to Western and the profession during his tenure. He taught a wide range of courses, including courses in single- and multi-variable calculus, linear algebra and differential equations, advanced courses for math majors, the writing proficiency course MATH 419, and graduate level classes. In addition, he also developed curriculum for and taught Business Algebra, Business Calculus, and Quantitative Reasoning courses for non-STEM majors. Professor Amiran’s research interests include inverse problems associated with hyperbolic systems, and his work has been published in the Journal of Differential Geometry and presented at workshops on Differential Geometry and Dynamical Systems. In addition to teaching and research, Dr. Amiran’s service to the department has been exemplary. As a member of the curriculum committee, he has made valuable contributions at all levels. Dr. Amiran also served nine years on the Mathematics Executive Committee and was Director of the Math Center for two years, the only tenured member of the department to serve in this capacity. In his thirty years of service as Graduate Academic Advisor he advised hundreds of students and supervised more than 35 graduate student projects. At the college and university level Professor Amiran served on the Mathematics Executive Committee and was Director of the Math Center for two years, the only tenured member of the department to serve in this capacity. In his thirty years of service as Graduate Academic Advisor he advised hundreds of students and supervised more than 35 graduate student projects. At the college and university level Professor Amiran served on the Faculty Senate and college curriculum and personnel committees. Dr. Amiran’s support for students at all levels, extensive knowledge of the university, and institutional memory have been enormous assets.

**Lorrie Brilla (Professor Emeritus)** – B.S., M.S., Pennsylvania State University; PhD., University of Oregon. Since joining Western in 1985 as a Lecturer, Dr. Brilla has held steadfast in her commitment to education and research. She has taught numerous undergraduate and graduate courses related to the physiology of exercise and nutrition and was instrumental in advocating for the Carver Academic Building renovation. Professor Brilla was pivotal in designing the Carver exercise science laboratory, which has become a first-class space for students and colleagues alike. As a scholar, Dr. Brilla has achieved great success with published work, having produced dozens of reviewed abstracts, invited papers, and refereed papers. Additionally, she has conducted countless presentations at the local, university, state, regional, national, and international levels and has been a session provider and moderator at annual meetings, conferences, and invited symposia. Professor Brilla’s record of service at Western is equally impressive. She has contributed to academic policies through participation on multiple committees including as chair of thesis committees for at least 28 students and member of thesis committees for another 18 students. Dr. Brilla’s latest and long-standing role as Kinesiology graduate coordinator provided continuity for students for over a decade. In addition, Dr. Brilla served on Western’s Faculty Senate and Women’s Faculty Mentor Program, and served on committees within the American College of Sports Medicine where she has been influencing the field and policy for more than 30 years.

**Gail Coulter (Professor Emerita)** – B.A., M.A., California State University; Ph.D., University of Oregon. Dr. Coulter began working at Western in 2008 as an Assistant Professor and since then has selflessly served the Education Leadership and Inclusive Teaching Department, college, and university. Professor Coulter’s extensive knowledge of the curriculum and college/university requirements made her a highly effective teacher and academic advisor. She taught and continually revised numerous courses and advised students in two majors, taking interest in providing personalized advising to meet their unique needs. Her commitment to undergraduate education and the profession was also evidenced by her consistent work with NTT faculty at the Teacher Education Outreach Programs. Professor Coulter shared course materials and mentored faculty to ensure that they provided a quality education experience to students at off-campus sites. In addition to her commitment to teaching, Dr. Coulter has written numerous publications focused on special education practices with emphases on literacy. In addition, she has presented at dozens of referred conferences; her work has had significant impact on areas of reading instruction for students with disabilities and special education teacher training and retention. Professor Coulter’s
service has been robust as well. She was department chair for five years, during which time she led the department through Council for Exceptional Children program approval. As chair she also established yearly statewide Special Education Director meetings to share information about our program and gain insight and feedback on our students’ performance as they entered the field. Finally, Dr. Coulter served on the Faculty Senate, Academic Coordination Commission, and other boards and committees. She has been a valued member of the department.

Craig Dunn (Professor Emeritus) – B.S., California State University Long Beach; M.B.A., California State University Bakersfield; Ph.D., Indiana University. Dr. Dunn joined Western's College of Business and Economics as a Visiting Professor in 2005 and quickly made his mark as an excellent teacher and accomplished scholar of business ethics. He was offered a tenure-track position the following year and became the lead instructor for MGMT 382: Business and Its Environment. In the following years, Professor Dunn became passionate about sustainability and was instrumental in creating the Business and Sustainability degree that is now one of the most popular degree programs in the college. In 2013 he was honored as Western’s MBA Educator of the Year. Dr. Dunn also served as Interim Dean of CBE for one year and Dean for two additional years. Since then, he has held the position of Wilder Distinguished Professor of Business and Sustainability. Dr. Dunn's research interests include managerial ethics and values, corporate social responsibility, the meaning of work, and social entrepreneurship. He has held three editorships, including that of guest editor for Business Horizons' special issue on Corporate Responsibility, and authored numerous publications in prestigious journals. In addition to exemplary teaching and scholarship, Professor Dunn has a strong record of service. He has served on numerous boards of directors and ethics advisory committees, including Port of Bellingham, Lydia Place, and Washington Campus Compact, and is also active in the International Association for Business and Society.

Nicole Hoekstra (Professor Emeritus) – B.S., M.S., University of Minnesota. Professor Hoekstra has been at Western since 1998. She has made substantial contributions to the Polymer Materials Engineering program, taking it from an engineering technology program in 1998 to a fully accredited engineering program in 2016. Dr. Hoekstra's capable leadership guided the program through numerous accreditation cycles, faculty and staff changes, and three name changes. She has developed multiple new courses and continues to pursue excellence in teaching, demonstrating outstanding dedication to the students she serves. Professor Hoekstra is continually at the forefront of ADEI and current technology, and her students know that classes will be challenging, her grading demanding, and that they will end the class fully prepared for industry or graduate school with a deep understanding of theory and hands-on experience. Dr. Hoekstra's scholarship is equally impressive and has contributed to advances in the technology and relationships we have fostered with industrial partners. She has published over 25 papers, nearly all with undergraduate student co-authors, and continues to host three-day industry seminars focused on injection molding. To date she has instructed over 1,000 industry personnel in these seminars and wishes to continue offering those after retirement. In addition to outstanding teaching and scholarship, Professor Hoekstra has served the university and community in countless ways. She has mentored junior faculty and students, chaired nearly every department committee, and was Program Director for the Technology Development Center. She has also hosted open houses for industry and prospective students for many years.

Farrokh Kahnamoui (Senior Instructor Emeritus) – M.B.A., Eastern New Mexico University; M.A., Ph.D., The City University of New York; Ph.D., Southern Illinois University. Senior Instructor Kahnamoui has served Western since 2007 when he joined the Economics Department as a Visiting Assistant Professor. Mr. Kahnamoui’s field of specialization is International Trade and Development; research interests include the role of international trade and institutions in growth, issues related to poverty and income distribution, and the role of government in the economy and economic systems. Throughout his time at Western, Senior Instructor Kahnamoui has been a
dedicated teacher and extremely influential in the lives of countless students. He has taught multiple Economics courses at the 200 and 300 levels, including Introduction to Microeconomics, Introduction to Macroeconomics, Economic Issues, History of Economic Thought, and Money and Banking. Mr. Kahnamoui will be greatly missed by his students and colleagues in the Economics Department and College of Business and Economics.

Scott Linneman (Professor Emeritus) – B.A., Carleton College; PhD., University of Wyoming. Dr. Linneman joined Western's faculty in the Geology Department and Science, Mathematics, and Technology Education program in 2000. He led a productive and well-recognized program of research and teaching in both geosciences and science education. As a scholar, Professor Linneman has authored dozens of articles in peer-reviewed publications in his field. He has also performed extensive service by supervising multiple senior and graduate student research projects and presenting at workshops and conferences. In 2016, Linneman assumed the role of Director of Western’s Honors Program and provided leadership during its evolution to the Honors College. During his tenure as Director, the Honors College has grown both in size and in the scope of disciplines included in the curriculum and has become one of the most effective tools to recruit talented undergraduates to Western. Throughout his career Dr. Linneman’s work has received considerable recognition as evidenced by numerous high-profile awards including a Senior Fulbright award; the Washington Science Teachers Association’s Higher Education Science Teacher of the Year award; the National Association of Geoscience Teachers Christman Distinguished Service Award; and the Carnegie US Professor of the Year award for Washington State. Additionally, Dr. Linneman was awarded the WWU Outstanding Faculty Leadership award in 2021. His legacy at Western will be felt across the university long after his retirement. The Geology Department is grateful for Professor Linneman’s many years of exceptional service to Western.

Michael Meehan (Professor Emeritus) – B.S., Birmingham-Southern College; M.S., PhD., University of Alabama Huntsville. Since joining the Computer Science Department at Western in 1996 Dr. Meehan has provided exemplary teaching and scholarship and given years of steadfast service to the department, college, and university. His contributions to the department and discipline are both plentiful and outstanding. Professor Meehan has long been the department expert on computer hardware and high-performance computing, and routinely advised the Undergraduate Curriculum and Graduate Committees on these topics. His career also included years of experience as a consultant with the Boeing Military Airplane Company, Spacecraft Incorporated, U.S. Army Missile Command, NASA, and Strategic Missile Defense Command. In addition, Dr. Meehan envisioned and championed the successful master's program in Computer Science at Western and routinely taught the masters programming languages course for more than 20 years, teaching nearly every CS graduate student during this time. As a scholar, Dr. Meehan has written dozens of publications, given multiple invited talks, and conducted presentations at conferences and workshops. In terms of service, he has been an important and prolific contributor to the many service needs of the department, college, and university throughout his tenure at Western.

Brenda Miller (Professor Emerita) – B.A., Humboldt State University; M.F.A., University of Montana; PhD., University of Utah. Dr. Miller has been a member of Western’s English Department since 1999 and has served with distinction for 25 years. Her contributions to Western through teaching, writing, and administrative service are profound and enduring. As a teacher, Professor Miller is exemplary. Her classes are among the most popular in the department and are regularly waitlisted. Students deeply appreciate not only what Dr. Miller teaches, but how she teaches. A common refrain in evaluations is a strong sense of being both challenged and empowered, and students often cite Professor Miller’s capacity for meaningful mentoring as a primary driver of their own improvement in writing. As a scholar, Dr. Miller is internationally recognized in the genre of creative nonfiction writing and has published ten books, with another forthcoming. Her book Tell it Slant, which has enjoyed numerous editions, is currently the most widely used textbook for creative
nonfiction in American higher education. Dr. Miller has also published countless essays and other works. In addition to stellar teaching and scholarship, Professor Miller has also contributed tremendously to the department, college, university, and profession. She has taken on internal department leadership roles including twice serving as Director of Graduate Studies and chairing the labor-intensive Alumni and Outreach Committee. Her service to the college and university includes work on the Graduate Council and University Technology Committees. Finally, Dr. Miller has contributed to her profession nationally, by serving as a judge for writing competitions and by performing external reviews for several professors across the country.

Janet Mock (Senior Instructor Emerita) – B.S., University of Washington; M.S., Curtin University of Technology. In 1995 Senior Instructor Mock began teaching math education in the Mathematics Department after working as an elementary teacher and consultant. In many ways, Ms. Mock’s record is more like that of a successful retiring professor than a Senior Instructor. She has been a core member of our department for decades and is a truly outstanding educator who maintains high standards and is wholly committed to student success. Her teaching emphasizes exploration to develop mathematical understanding and critical thinking; students praise Ms. Mock’s enthusiasm for the subject and support for their learning, and many students describe her as the best professor they’ve ever had. As a testament to her proficiency, Senior Instructor Mock has been nominated for the Elich Award and twice nominated for the Simpson Bridging Award. In addition to a stellar teaching career, Ms. Mock has published more than ten publications, contributed to several grant-funded projects, and developed the courses MATH 371-372-373 (Teaching Pre-K through Grade 3 Mathematics I-II-III). Her service contributions include participating on hiring committees, mentoring new tenure-track faculty, and tirelessly advocating for our program and students. Additionally, Senior Instructor Mock developed curriculum for elementary students, designed math assessments to be used throughout the state, and supported homeschooled high school students. During her time at Western Ms. Mock has impacted thousands of students, most of whom became teachers. Her joy for teaching and for mathematics is infectious, and students were incredibly fortunate to have her as an instructor, mentor, and role model.

Arunas Oslapas (Professor Emeritus) – B.F.A., Montana State University; M.F.A., University of Illinois. Professor Oslapas joined Western in 1991 and has demonstrated an unwavering commitment to education and exceptional teaching abilities during his career. He is an engaging and enthusiastic educator in the Engineering and Design department, known for his contagious passion for the subject matter and consistently going above and beyond to inspire his students. Professor Oslapas encourages active participation and critical thinking and engages students through an approach to design with a focus on benefitting the planet. He co-founded the Sustainable Design minor and has involved his students in multiple community projects related to designing eco-friendly futures. Beyond the classroom Professor Oslapas has been an active scholar with multiple published papers and articles and refereed and invited presentations. His creative works have been presented at innumerable competitive venues and he holds three design patents. In addition to teaching and scholarship, Professor Oslapas has dedicated himself to service. He served as the Industrial Design program director for 23 years and played a pivotal role in shaping the curriculum, which has a strong focus on real-world design. Beyond the classroom Professor Oslapas engaged in service projects around the world. During sabbatical leaves he participated in projects in Nepal, Mexico, and Lithuania where he contributed his expertise and compassion to communities in need. Professor Oslapas embodies a spirit of excellence, dedication, and service; his legacy will continue through the generations of students he has influenced.

Donna Qualley (Professor Emerita) – B.A., University of Kentucky; M.S.T., PhD., University of New Hampshire. Dr. Qualley’s highly distinguished career at Western began in 1994 when she joined the English Department as an Assistant Professor. She is a tireless and meticulous teacher who thinks big, works hard, and constantly considers how she can be of service to students and
the department. For 14 years, Dr. Qualley directed the undergraduate first year writing program, mentoring hundreds of students in departments across Western. Throughout her career Professor Qualley has been an active, engaged, and constantly evolving scholar. She has published multiple single- and co-authored books, chapters, and refereed journal articles in reputable academic presses in her field, for wide readership, and was a regular presenter at the annual Conference for College Writing Studies. As for service, Dr. Qualley’s contributions have been indispensable to English 101 programs. She has selected teaching assistants, written and designed curricular and program materials, engaged in ongoing program evaluations and worked tirelessly as an attentive and generous mentor and supervisor for more than 50 graduate TA’s each year. Additionally, for the past nine years she served in leadership positions in the university Committee on Undergraduate Education and ran a multi-year pilot that introduced writing programs to an inclusive new learning platform.

**Greg Schwartz (Senior Instructor Emeritus) – B.A., M.A., Western Washington University.**
Senior Instructor Schwartz began his career at Western as a graduate teaching assistant in the Mathematics Department in 1989 and became an instructor in 1998. Over his 25-plus years with the department, Mr. Schwartz has taught a wide range of courses including most if not all first-year mathematics courses, single- and multivariable calculus, business algebra, business calculus, and linear algebra. He has taught thousands of Western students and created course materials designed to enhance and extend student learning for most of his classes. In addition, Senior Instructor Schwartz served as a lead instructor for seven years, supervising and mentoring graduate teaching assistants. In addition to being an impactful teacher, Mr. Schwartz’s impacts extend far beyond the classroom. He has contributed thoughtfully to Western through service on the Faculty Senate and the Mathematics Department Curriculum Committee, for which he co-designed the course MATH 118 and the math placement test. Senior Instructor Schwartz also informally mentored newer instructors, shared course materials and advice, and played a leadership role on the search committee for our current department chair. He has been a leader among the Mathematics NTT faculty and an outstanding teacher and colleague. His leadership, experience, and sense of humor will be sorely missed.
Western’s Finance and Business Services (FBS), and Facilities Development and Operations (FDO) units continue to fully support the State’s commitment to establish and increase contracts and purchase orders with Minority and Women’s Business Enterprises (MWBE) firms. Conducting fair and nondiscriminatory business practices is a crucial component of Western’s fiduciary responsibility.

Provided below are updates and accomplishments to the established goals of Western’s Supplier Diversity Inclusion Plan for FY 2023. Despite the many challenges of FY 2022, significant positive efforts were realized. The following is a summary of certified vendor participation with the Federal Government and the Office of Minority and Women’s Business Enterprises (OMWBE).

Western’s certified vendor percentage spend in FY 2023 was approximately 1.34%, up 0.5% from the FY 2022. Western continues to lead the effort in working with women owned, diverse and small businesses; however, most of these vendors are not registered through the OMWBE. Additionally, the percentages above do not reflect federally certified firms and vendors that are subcontractors on public works projects.

**Goods and Services Spend**

The following is the breakdown of goods and services spend for FY 2023:

- MWBE certified vendor spend is currently $728,280
- Non-registered local spend for Whatcom and Skagit Counties is currently $8,092,139

FBS is committed to continuously increasing goods and services spend in small, local, diverse, and veteran owned businesses. Recently, a new local vendor website was launched providing Western’s staff with an easy tool to search for local vendors. FBS has agreed upon metrics to measure effectiveness that is updated continuously as new vendors are onboarded.

**Public Works Procurement**

Overall, Western expended $811,146 (of $22.1 million) to federally and state certified MWBE firms. This equates to 3.7% of Western’s expenditures to outside firms for our capital projects. This includes payments to sub-contractors that do not have direct contracts with Western, and therefore would not show in Banner reports. The table below is a breakdown of participation.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBE</td>
<td>$225,810</td>
</tr>
<tr>
<td>WBE</td>
<td>$150,364</td>
</tr>
<tr>
<td>DBE</td>
<td>$434,972</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$811,146</td>
</tr>
</tbody>
</table>

This is a slight decrease from the past two fiscal years, which were approximately 10% in FY 2021 and 5.7% in FY 2022. During those fiscal years, Alma Clark Glass Hall and the Interdisciplinary Science Building were under construction. Both projects subcontracted with several federally and MWBE certified firms. In FY 2023, Western had a lot of diverse participation on our smaller, minor works projects that provided preservation and programmatic improvements. With the use of the small works roster, Western has contracted with two new vendors on several projects. Both vendors are currently in the application process as a small business enterprise.

**Summary**

Overall, Western continues to be a leader in the participation percentages among the four-year institutions. As most regional OMWBE-certified firms are located in the Seattle and Portland metropolitan areas, this represents a significant achievement for Western. Note: Many certified firms in Oregon have reciprocity with OMWBE.

To improve Western’s MWBE participation, FBS and FDO have employed the following strategies:

- Improving the reporting strategies for Western’s annual spend to provide accurate and complete data to the OMWBE as they develop their year-end usage reports.
- Providing staff additional opportunities to engage in coordination and outreach for university wide MWBE activities.
- Simplifying procurement to make it easier for MWBE firms to participate (e.g., establishing a small works roster and sending bidding opportunities to the OMWBE).
- Performing extensive outreach to meet and engage with MWBE-certified firms early in the procurement process and to identify those that would register in the future.
- Increasing partnership and coordination with OMWBE through quarterly meetings and training.
- Continuously seek out new vendors and add them to Western’s local vendor website.

Western continues to improve outreach and participation. In addition to the strategies outlined above, we plan to implement the following in FY 2024:

- Host an on-campus vendor fair that includes OMWBE staff to assist with the certification process.
- Attend OMWBE training to gain understanding of the certification process to support vendors who are eligible, but not yet certified.
- Attend a Meet-the-Agencies event to assist certified MWBE firms so they can successfully participate in Western projects.
- Attend additional community and vendor-based meetings focused on supporting MWBE vendors.
- Co-sponsor and attend local dining vendor showcase sponsored by Chartwells.
Western continues to experience the following challenges in securing MWBE certified firms:

- Bellingham is not in an ideal location for most certified firms. Approximately 70% of all firms are based between Olympia and Everett. Most firms are already busy with projects in the Seattle Metropolitan area and are unlikely to consider work in Bellingham and Anacortes.
- Per the RCWs, most public works projects are required to take low bid. This includes GCCM project delivery that requires low bids on subcontractor packages. Historically, larger firms with greater resources have out-competed smaller ones.
- Despite the increased partnership with OMWBE, their office remains limited in staffing and resources. This limitation makes it challenging to certify all qualified firms.

### FY 2023 Washington State Higher Education OMWBE Spend Percentages

<table>
<thead>
<tr>
<th>Institution</th>
<th>Spend Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWU</td>
<td>1.40%</td>
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<tr>
<td>WSU</td>
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</tr>
<tr>
<td>UW</td>
<td>0.60%</td>
</tr>
<tr>
<td>EWU</td>
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</tr>
<tr>
<td>WCC</td>
<td>0.60%</td>
</tr>
<tr>
<td>BTC</td>
<td>0.40%</td>
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