

**WESTERN WASHINGTON UNIVERSITY
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

TO: Members of the Board of Trustees

FROM: President Sabah Randhawa

DATE: April 10, 2026

PURPOSE: Information Item

SUBJECT: Various Written Reports

Purpose of Submittal:

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

- a. Academic Affairs Report
 - i. Professional Leave Report
- b. Business and Financial Affairs Report
 - i. Mid-Year Housing and Dining Report
- c. Advancement Report
- d. Office of Equity Report

Western Washington University Item Submitted to the Board of Trustees

TO: Members of the Board of Trustees
FROM: President Sabah Randhawa on behalf of Provost and Executive Vice Brad Johnson
DATE: April 10, 2026
PURPOSE: Information Item
SUBJECT: Academic Affairs Report

Purpose of Submittal:

The purpose of this report is to provide a brief summary of winter quarter 2026 activities from the Division of Academic Affairs and the start of Spring quarter 2026. This includes an enrollment report, student affairs report, and professional leave report.

Background

I. Enrollment

Spring 2026 Enrollment

Census day for Spring 2026 will not occur until April 12th, and the enrollment trends that we have seen thus far in Fall 2025 and Winter 2026 will carry forward to the Spring 2026 term as we complete the academic year. We expect that enrollment in Spring 2026 will be down by about 2.5%, compared to the same quarter for last year. This naturally follows, given enrollments in fall and winter. Graduate student enrollment has more variation from week-to-week leading up to census day but will even out. We will provide further analysis of Spring 2026 enrollment following census day.

Spring Enrollment (as of one-week prior to the start of term)

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026	1 yr % Change
Graduate	626	585	557	609	554	-9.0%
UG Continuing and Other	11,981	11,886	11,924	12,106	11,716	-3.2%
New First-Year	22	16	16	17	18	5.9%
New Transfer	153	136	117	104	109	4.8%
Total	12,782	12,623	12,614	12,836	12,397	-3.4%
UG College in the HS (Non-Matric)				204	586	187.3%

New first-year students continue to be a small portion of our new student population for spring (18 for Spring 2026, compared to 17 in Spring 2025 and 16 in Spring 2024—as of one week prior to the start of term). The majority of our new student population in spring is consistently transfer students. For Spring 2026, the number of new transfer students enrolled as of one week prior to the start of term is comparable to that of the two prior years—at 109 this year.

Important in our review of spring enrollment is an assessment of **academic performance** in winter quarter. You will see below that 89.6% of our winter students maintained good standing after winter quarter grades were released. That is comparable to recent years but down slightly from last year.

End of Term Academic Standing of Peak Enrolled Winter Undergraduate Students

	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Winter 2023	Winter 2024	Winter 2025	Winter 2026
Good Standing	13,129	13,049	12,284	11,645	11,444	11,525	11,551	11,117
Low Standing	1,216	1,222	855	1,389	1,410	1,308	1,288	1,298
Total	14,345	14,271	13,139	13,034	12,854	12,833	12,839	12,475
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% Good Standing	91.5%	91.4%	93.5%	89.3%	89.0%	89.8%	90.0%	89.6%

II. Recruitment

Fall 2026 Enrollment Outlook

This year’s application funnel continues to tell the story that Fall 2025 was an aberration. Applications are up by 7.5 – 8% but down from Fall 2023 and Fall 2024 by more than 6%. Offers of admission are up by more than 8% from last year but down from the two years prior by 4 - 5%. Confirmation numbers are the focus at this time of year, and they are up (though artificially) by an extraordinary amount. Deeper analysis of confirmation numbers is critical in mapping out projections.

A note on transfer applications: though the priority application deadline (March 1st) for transfer applications to the Bellingham campus has passed, the final deadline is still two months away (June 1st). At the end of March each year, we still expect that about a third of our applicant pool has yet to come in.

Totals as of March 25, 2026 (and compared to totals from the same week in prior cycles):

New first-year students—Bellingham

	Applied	Admitted	Confirmed
2026	12,916	12,066	2,000
2025	11,998	11,141	1,297

2024	13,788	12,793	1,509
2023	13,875	12,517	1,558
2022	11,540	10,684	1,728
2021	10,321	9,825	1,528
2020	10,036	8,681	1,409

New transfers—Bellingham

	Applied	Admitted	Confirmed
2026	1,312	925	428
2025	1,400	852	223
2024	1,448	935	261
2023	1,556	873	235
2022	1,617	1,085	313
2021	1,503	911	250
2020	1,698	702	163

New transfers—other locations

	Applied	Admitted	Confirmed
2026	72	21	16
2025	66	26	17
2024	59	9	7
2023	58	7	6
2022	109	6	3
2021	186	16	15
2020	183	4	4

First-Year Confirmations Analyzed

Because confirmations are not accompanied by a fee this year, we do not have a straightforward comparison to prior years. However, additional data points in our records for prior years give us a way to compare against numbers that include some students who had indicated their intent to confirm but had not yet paid— “awaiting payment”. With that additional marker, we can see that our confirmation numbers are more in line with Fall 2022 and Fall 2023, but still higher. Given the change in the timing of collection of the fee, we anticipate that there will be a larger “melt” of confirmations this year. More students who confirmed will change their minds before enrolling. Every week brings us more clarity as to how we should read those confirmations. With a thoughtful approach to projecting melt, we believe that a new first-year cohort close to 3,100 is likely. Getting 3,200 new first-year students for Fall 2026 is possible at this point, but unlikely.

Fall 2026 Application Funnel (as of March 26 and compared to the same date in prior years)

Bellingham - First Year	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	11,525	13,873	13,810	12,020	12,930
Completed	10,912	13,331	13,267	11,557	12,428
Admitted	10,656	12,509	12,808	11,188	12,099
Confirmed or Awaiting Payment	1,985	1,999	1,907	1,689	2,035
- Awaiting Payment	307	445	365	349	N/A
Confirmed (Total)	1,678	1,554	1,542	1,340	2,035
- Withdrawn	9	18	7	12	41
- Deferred	4	5	8	2	9
Confirmed (Active)	1,665	1,531	1,527	1,326	1,985
Bellingham - Transfer	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	1,703	1,604	1,507	1,479	1,399
Completed	1,103	917	991	969	977
Admitted	1,052	853	944	925	958
Confirmed or Awaiting Payment	369	311	367	345	456
- Awaiting Payment	70	79	95	81	N/A
Confirmed (Total)	299	232	272	264	456
- Withdrawn	3	1	-	3	4
- Deferred	1	-	-	1	-
Confirmed (Active)	295	231	272	260	452

First-Year Applications by Geography of High School

Given the President's Strategic Enrollment Initiative this year and, with it, Western's Guaranteed Admissions Program (WEGAP), we have put significant focus on the 5-counties in our immediate area in support of WEGAP. The five counties that are part of the WEGAP program are Island, San Juan, Skagit, Snohomish, and Whatcom. Geography, therefore, is an important component of our ongoing assessment. The tables below track applications submitted, admission offers, and confirmations of intent to enroll, according to the geographic home of the high school of the applicant (as of March 26th, and compared to the same date from prior years).

First Year Applicants - by Geography of High School

WA - 5-County Region	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	1,722	1,905	1,928	1,834	2,183
Completed	1,654	1,803	1,836	1,764	2,072
Admitted	1,604	1,694	1,783	1,697	2,021

Confirmed or Awaiting Payment	423	429	433	414	534
Confirmed (Active)	344	325	342	329	527

WA - Outside of the 5-Counties	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	6,393	7,482	7,481	6,400	6,796
Completed	6,055	7,282	7,231	6,213	6,580
Admitted	5,910	6,794	6,947	5,999	6,377
Confirmed or Awaiting Payment	1,182	1,206	1,110	971	1,139
Confirmed (Active)	994	930	898	758	1,114

United States - Excluding WA	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	3,227	4,212	4,147	3,511	3,695
Completed	3,078	4,095	4,035	3,425	3,612
Admitted	3,020	3,885	3,921	3,345	3,545
Confirmed or Awaiting Payment	354	338	327	274	329
Confirmed (Active)	303	258	261	215	313

International	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Submitted	176	269	248	268	247
Completed	123	151	162	153	160
Admitted	120	136	154	145	152
Confirmed or Awaiting Payment	24	26	34	29	29
Confirmed (Active)	22	18	23	23	28

Western's Guaranteed Admission Program (WEGAP)

All students who were identified as eligible for WEGAP had a flag added to their record, allowing us to track them as to many parameters. On December 11th, notifications were sent out to all students in the five counties who had been identified as WEGAP-eligible. The table below provides information (as of March 30th) about WEGAP-eligible applicants—whether they applied before they were notified of potential eligibility for the program or after and whether they applied through an On-the-Spot Admissions Event, using the Common App (a likely indicator that they were already applying to colleges), or used the Simplified Admissions Form.

We will not have definitive information about which of those students who used the Simplified Admissions Form would have applied to WWU without the invitation to apply through WEGAP.

	Applied	Admitted	Confirmed
WEGAP - Applied After Notification	456	495	124
Common App	294	287	43
Simplified Admissions Form	199	167	74
Slate App - OTS Applicant	42	41	7
WEGAP - Applied Prior to Notification	1,032	1,006	236
Common App	562	543	107
Slate App	122	117	67
Slate App - OTS Applicant	349	346	62
Grand Total	2,050	1,697	272

Though we do not have historical data to compare against for WEGAP specifically as this is the first year of the program, we can explore whether or not there are shifts in application activity in the 5-counties this year, and how WEGAP may have played a role in those shifts.

First-Year Applications Submitted, Comparing Race/ethnicity between Applications from the 5-counties to those from the rest of the state (as of March 25th of each year)

	Fall 2023 (total)	Fall 2023 (% within region)	Fall 2024 (total)	Fall 2024 (% within region)	Fall 2025 (total)	Fall 2025 (% within region)	Fall 2026 (total)	Fall 2026 (% within region)
5-County Region (Totals)	1,908	100%	1,930	100%	1,834	100%	2,185	100%
American Indian or Alaska Native	11	0.6%	16	0.8%	19	1.0%	14	0.6%
Asian	253	13.3%	238	12.3%	217	11.8%	270	12.4%
Black or African American	74	3.9%	84	4.4%	76	4.1%	108	4.9%
Hispanic of any race	300	15.7%	316	16.4%	311	17.0%	423	19.4%
Native Hawaiian or other Pacific Islander	6	0.3%	10	0.5%	14	0.8%	8	0.4%
Nonresident Alien	25	1.3%	32	1.7%	27	1.5%	37	1.7%
Race/Ethnicity Unknown	11	0.6%	24	1.2%	41	2.2%	71	3.2%
Two or more races	178	9.3%	149	7.7%	151	8.2%	155	7.1%
White or Caucasian	1,050	55.0%	1,061	55.0%	978	53.3%	1,099	50.3%
Other WA Counties (Totals)	7,483	100%	7,485	100%	6,407	100%	6,802	100%
American Indian or Alaska Native	35	0.5%	52	0.7%	47	0.7%	48	0.7%
Asian	871	11.6%	922	12.3%	760	11.9%	732	10.8%
Black or African American	354	4.7%	348	4.6%	328	5.1%	347	5.1%
Hispanic of any race	1,059	14.2%	1,138	15.2%	958	15.0%	1,137	16.7%
Native Hawaiian or other Pacific Islander	38	0.5%	39	0.5%	32	0.5%	35	0.5%
Nonresident Alien	85	1.1%	95	1.3%	88	1.4%	123	1.8%
Race/Ethnicity Unknown	56	0.7%	102	1.4%	109	1.7%	126	1.9%

Two or more races	788	10.5%	743	9.9%	645	10.1%	713	10.5%
White or Caucasian	4,197	56.1%	4,046	54.1%	3,440	53.7%	3,541	52.1%

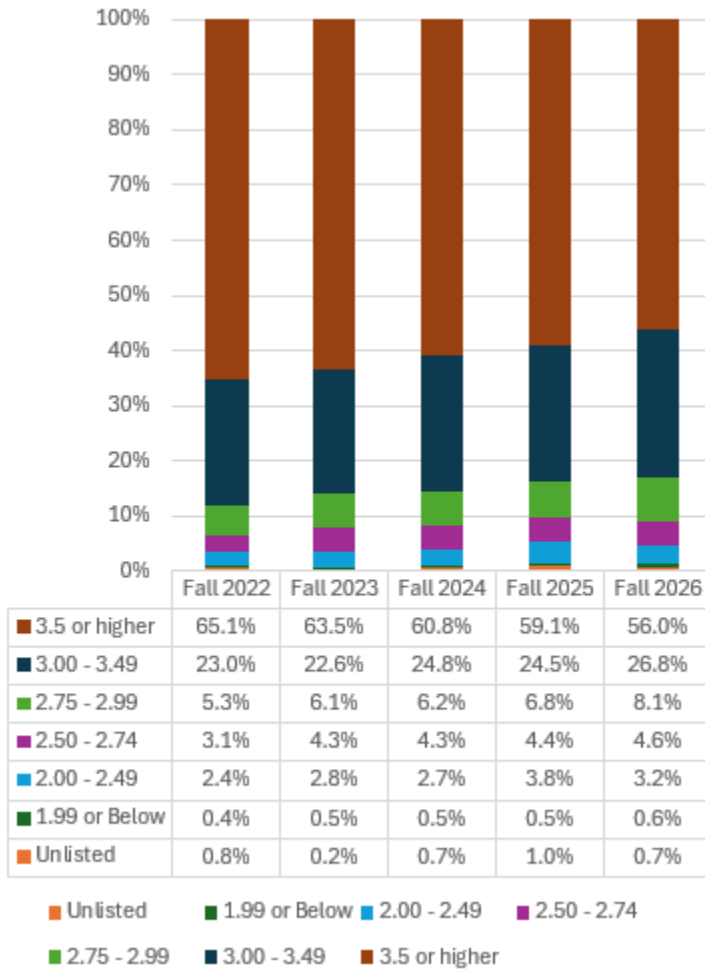
Applications from African-American and Hispanic students are up and appear to be up more markedly for the 5-counties.

High school GPA allows another method for analyzing the differences between our 5-county population and the rest of the state.

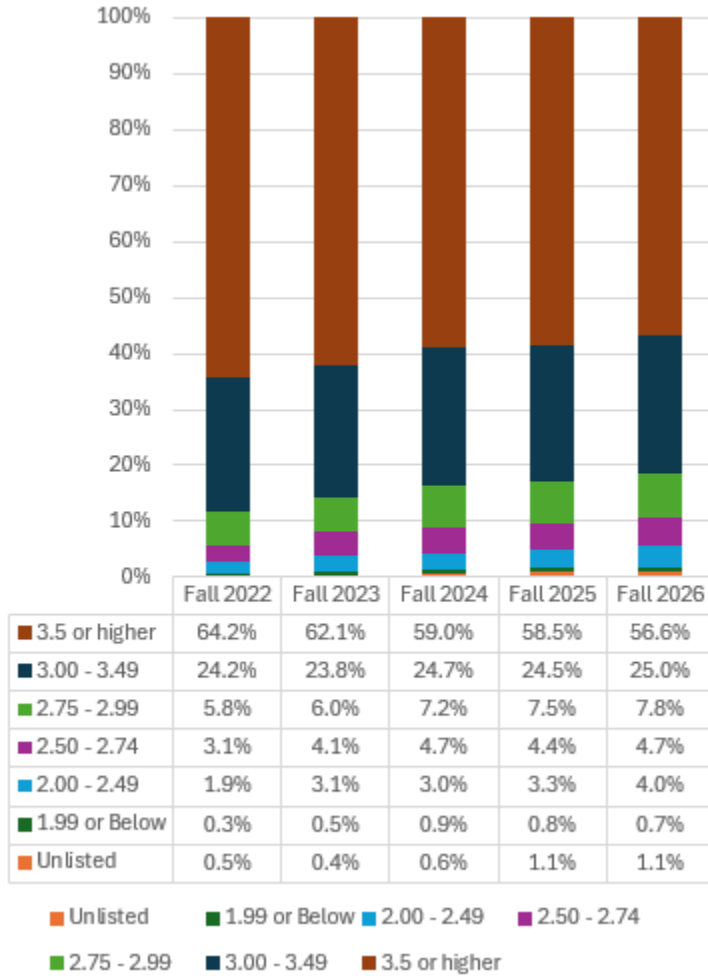
First-year WA Completed Applications (5-County Region v. the Other WA Counties)

	Fall 2022 (total)	Fall 2022 (% within region)	Fall 2023 (total)	Fall 2023 (% within region)	Fall 2024 (total)	Fall 2024 (% within region)	Fall 2025 (total)	Fall 2025 (% within region)	Fall 2026 (total)	Fall 2026 (% within region)
5-County Region	1,637	100%	1,780	100%	1,808	100%	1,744	100%	2,036	100%
Unlisted	13	0.8%	4	0.2%	13	0.7%	18	1.0%	15	0.7%
1.99 or below	6	0.4%	9	0.5%	9	0.5%	8	0.5%	13	0.6%
2.00 - 2.49	39	2.4%	50	2.8%	49	2.7%	67	3.8%	65	3.2%
2.50 - 2.74	51	3.1%	76	4.3%	77	4.3%	76	4.4%	93	4.6%
2.75 - 2.99	87	5.3%	109	6.1%	112	6.2%	118	6.8%	164	8.1%
3.00 - 3.49	376	23.0%	402	22.6%	448	24.8%	427	24.5%	545	26.8%
3.5 or higher	1,065	65.1%	1,130	63.5%	1,100	60.8%	1,030	59.1%	1,141	56.0%
Other WA Counties	5,979	100%	7,204	100%	7,151	100%	6,149	100%	6,468	100%
Unlisted	29	0.5%	32	0.4%	40	0.6%	66	1.1%	71	1.1%
1.99 or below	16	0.3%	35	0.5%	61	0.9%	47	0.8%	46	0.7%
2.00 - 2.49	116	1.9%	220	3.1%	214	3.0%	202	3.3%	261	4.0%
2.50 - 2.74	183	3.1%	298	4.1%	334	4.7%	273	4.4%	306	4.7%
2.75 - 2.99	349	5.8%	432	6.0%	513	7.2%	462	7.5%	507	7.8%
3.00 - 3.49	1,448	24.2%	1,711	23.8%	1,768	24.7%	1,504	24.5%	1,616	25.0%
3.5 or higher	3,838	64.2%	4,476	62.1%	4,221	59.0%	3,595	58.5%	3,661	56.6%
Grand Total	7,616		8,984		8,959		7,893		8,504	

First-Year Completed Applications—5-County Region (Population as a percentage)



First-Year Completed Applications—Other WA Counties (Population as a percentage)



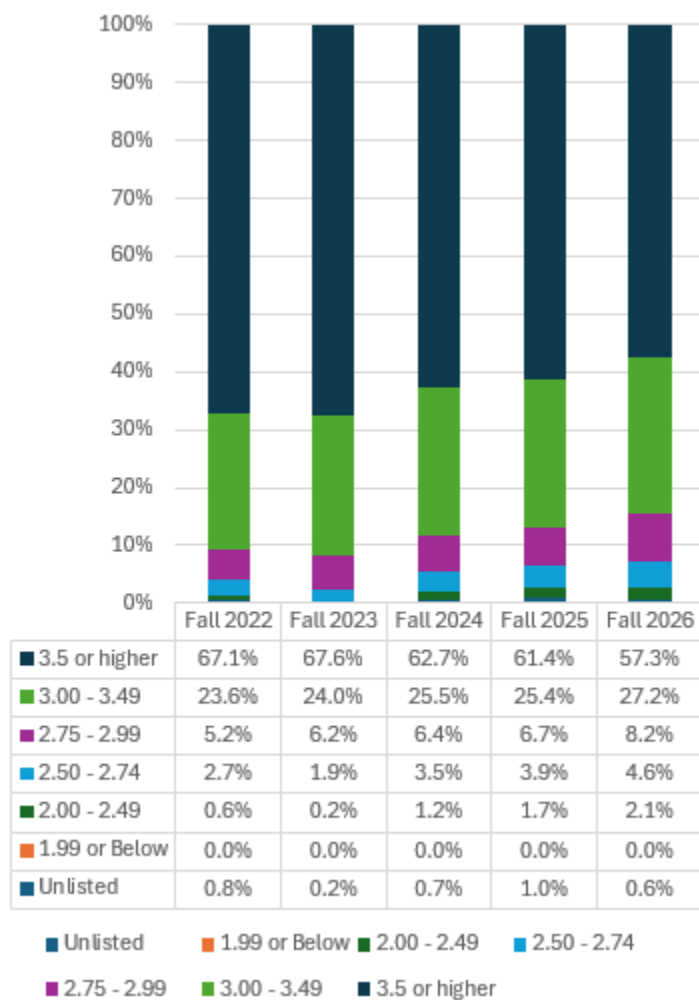
First-year WA Admitted (5-County Region v. the Other WA Counties)

	Fall 2022 (total)	Fall 2022 (% within region)	Fall 2023 (total)	Fall 2023 (% within region)	Fall 2024 (total)	Fall 2024 (% within region)	Fall 2025 (total)	Fall 2025 (% within region)	Fall 2026 (total)	Fall 2026 (% within region)
5-County Region	1,587	100%	1,672	100%	1,755	100%	1,677	100%	1,988	100%
Unlisted	13	0.8%	3	0.2%	13	0.7%	16	1.0%	11	0.6%
1.99 or below		0.0%		0.0%		0.0%		0.0%		0.0%
2.00 - 2.49	9	0.6%	3	0.2%	21	1.2%	28	1.7%	42	2.1%
2.50 - 2.74	43	2.7%	32	1.9%	62	3.5%	65	3.9%	91	4.6%
2.75 - 2.99	83	5.2%	103	6.2%	112	6.4%	113	6.7%	163	8.2%
3.00 - 3.49	374	23.6%	401	24.0%	447	25.5%	426	25.4%	541	27.2%
3.5 or higher	1,065	67.1%	1,130	67.6%	1,100	62.7%	1,029	61.4%	1,140	57.3%

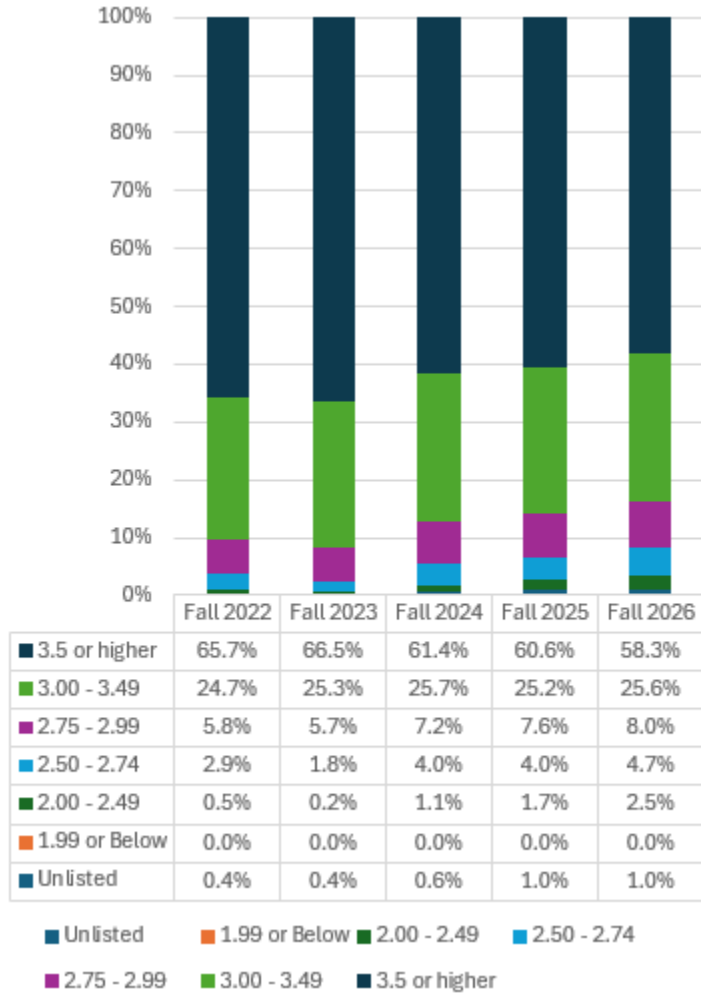
Other WA Counties	5,836	100.0%	6,726	100.0%	6,870	100.0%	5,936	100.0%	6,276	100.0%
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Unlisted	25	0.4%	27	0.4%	40	0.6%	57	1.0%	60	1.0%
1.99 or below		0.0%		0.0%		0.0%		0.0%		0.0%
2.00 - 2.49	27	0.5%	13	0.2%	73	1.1%	98	1.7%	159	2.5%
2.50 - 2.74	169	2.9%	122	1.8%	272	4.0%	237	4.0%	294	4.7%
2.75 - 2.99	338	5.8%	384	5.7%	498	7.2%	451	7.6%	500	8.0%
3.00 - 3.49	1,441	24.7%	1,705	25.3%	1,767	25.7%	1,498	25.2%	1,605	25.6%
3.5 or higher	3,836	65.7%	4,475	66.5%	4,220	61.4%	3,595	60.6%	3,658	58.3%
Grand Total	7,423		8,398		8,625		7,613		8,264	

First-Year Admits—5-County Region (Population as a percentage)



First-Year Admits—Other WA Counties (Population as a percentage)



Recruitment Highlights

Admitted Student Days (Saturday, April 4 and Saturday, April 11).

These events provide a comprehensive introduction to life at Western, helping students and their families explore academic programs, campus resources, and student life.

- Registration
 - Anticipate **1,500** admitted students and **4,000** total people on campus over the two days
 - Attendance numbers have been increasing each year
- Program Enhancements for 2026
 - Introduction of paid, ticketed planetarium shows. Strong early demand, with 3 of 4 shows currently sold out
 - Expansion of college representation on non-highlighted event days. CFPA, CENV, Woodring, CBE, CHSS, and Fairhaven will be available at the academic fair on days their college is not being featured.
 - Integration of the Multicultural Achievement Program (MAP) Reception (which was previously held in King County) into Admitted Student Days to streamline travel for families, particularly those from outside the region.

- MAP recipients are invited to a dessert reception at the conclusion of each ASD event, providing an enhanced, on-campus experience.
- This adjustment reduces the need for multiple trips while aligning MAP programming with existing yield events and maintaining a high-quality experience for scholarship recipients.
- Introduction of scavenger hunt (in partnership with VU Staff) to enhance engagement with campus resources and academic units as well as encourage students to engage with one another.

Admitted Student Fridays (Friday, April 17 and Friday, April 25)

For families unable to attend the large-scale Saturday events, these events provide a condensed experience, including a campus tour, admissions presentation, and opportunities to meet with current students and faculty.

- We are seeing slightly lower registration numbers at these events as we see an increase in registrations for the larger Saturday events.

Large Yield Receptions (February 28 and March 7, in four strategic locations)

- Attendance by Location
 - Tacoma: 46 students | 104 total attendees
 - Spokane: 27 students | 72 total attendees
 - Vancouver: 35 students | 71 total attendees
 - Colorado: 25 students | 63 total attendees
- Attendance Trends
 - Higher show rates among registered attendees across all locations
 - Student attendance varied by location:
 - Increases: Colorado, Tacoma
 - Decreases: Spokane, Vancouver
- Engagement Quality
 - Increased depth and quality of engagement
 - More informed, specific questions from students and families
 - Greater familiarity with WWU programs and processes
 - Events more consistently functioned as melt-prevention, with many attendees already demonstrating strong intent to enroll
 - Fewer attendees in early exploration stages allowed for more meaningful, individualized interactions
- Event Experience Improvements
 - Additional \$20,000 investment from the Provost's Office supported enhanced refreshments, resulting in
 - Longer event engagement
 - Increased family interaction and peer-to-peer connection
 - More informal Q&A opportunities with staff
 - Enhanced Presentation Format - Introduced a new presentation deck, significantly expanding content
 - Academic pathways for first-year students
 - Graduation and credit expectations
 - Student employment opportunities

- Housing selection process
- First-year programs and support services

Small-Scale Yield Receptions (new this year)

- 13 events planned at high schools around Washington
- Outcomes
 - Majority canceled or were attended by fewer than 5 guests
 - Two successful events:
 - Oak Harbor High School: 19 attendees
 - Burlington-Edison/Mount Vernon High Schools: 26 attendees
- Key Takeaways
 - Low attendance overall
 - Logistical challenges due to reliance on high school staff outside standard hours
 - Budget constraints at partner schools impacted feasibility and willingness to host
 - Valuable for those who attended!

Friday Visit Days (Winter Quarter)

Ongoing programming providing structured campus visit experiences. Like Admitted Student Fridays, but these support both prospective and admitted student engagement.

- Total attendance over five Friday events: 425 students and 1,096 total people
- Attendance numbers comparable to last year
 - We had to limit registration on one event day, due to the Viking Union Multipurpose Room being unavailable. We did have to turn a number of guests away because of this and encouraged them to join a daily campus tour or future event.

Yield Outreach (Admissions Counselor Engagement)

- Submitted but Incomplete Applications
 - 367 students contacted
 - 68 students took action (~19% response rate)
 - 37 submitted transcripts and completed applications
 - 11 withdrew applications
 - Remaining students took partial or unconfirmed action
- WUE Award Adjustment Outreach
 - 180 first-year students (GPA 3.4–3.49) notified of increased award
 - From \$10,000 WAE to \$14,910 WUE
 - Responses included expressions of excitement and appreciation for the increased award and clarification questions about award details.
- Unfinished Applications
 - Outreach to 1,267 first-year and 565 transfer students who have started an application but have not submitted it.

Ongoing Application Generation for Fall 2026

On-the-Spot Admissions (First-Year)

- Latinos in Action Conference – Friday, March 20
 - On-the-spot admissions offered
 - 9 students admitted (Ferndale and Everett High Schools)

On-the-Spot Admissions Events (Transfer)

We offered on-the-spot admissions events at two of our community college partner institutions. Many students who attended had already begun their applications, and the average GPA of applicants across both institutions was 3.44. This suggests that the events may not be particularly effective at engaging students who are not already planning to transfer and considering Western.

- Bellevue College
 - Registered: 13 | Attended: 10 | Applied: 8 | Admitted: 7 | Confirmed: 3
 - Notes:
 - One of the two students who did not apply has started but not submitted their application; the other got WWU mixed up with UW-Tacoma and does not plan to apply.
 - One applicant has a very low number of transfer credits and does not meet minimum eligibility criteria for admission.
 - Average GPA: 3.47
- Whatcom Community College
 - Registered: 18 | Attended: 13 | Applied: 12 | Admitted: 12 | Confirmed: 8
 - Notes:
 - The one student who did not apply met with their WCC advisor at the event and was advised to apply after completing their AS-T.
 - Average GPA: 3.41

Virtual Admission Days

- First-Year Students (February, post-Jan 31 priority deadline)
 - 47 sessions offered
 - Attendance: 5 students
 - Outcomes: 1 applied and admitted, 2 have applications in progress
 - Notes: The remaining students attended to learn more about WWU and explore their options, demonstrating engagement even if they did not submit an application immediately.
- Transfer Students (February, pre-March 1 priority deadline)
 - 25 sessions offered
 - Attendance: 13 students
 - Outcomes: 10 applied, 8 admitted, 6 confirmed
 - Notes: 2 applications in progress; 2 pending transcript review; no applicants were denied. Most students attended to ask questions about the application process and financial aid, showing strong interest in future enrollment

Transfer Fairs

- Participated in transfer fairs statewide: 15 in fall, 16 in winter, with 18 planned for spring

Outreach and Recruitment for Fall 2027

College Planning Day

Events introduce high school juniors in the region to a range of postsecondary pathways and opportunities, supporting early awareness and future recruitment efforts. College Planning Days are hosted in partnership with the Washington Council for High School and College Relations (WCHSCR).

- Admissions attended the other WCHSCR College Planning Day Events hosted at partner institutions, getting the opportunity to provide 4 presentations per event to juniors all over the state at the following locations:
 - Washington State University Tri-Cities – Monday, March 16
 - Washington State University Vancouver – Tuesday, March 17
 - Heritage University – Wednesday, March 18
 - Evergreen State College – Monday, March 23
 - Eastern Washington University – Tuesday, March 24
 - **Western Washington University – Tuesday, March 24**
 - 390 students attended, from 15 high schools:
 - Anacortes High School
 - Bellingham High School
 - Burlington-Edison High School
 - Concrete High School
 - Ferndale High School
 - Lakewood High School
 - Lynden High School
 - Mount Baker Senior High School
 - Mount Vernon High School
 - Oak Harbor High School
 - Options High School
 - Orcas Island High School
 - Sehome High School
 - Squalicum High School
 - University of Washington Bothell – Wednesday, March 25
 - University of Washington Tacoma – Thursday, March 26

Junior Visit Days

- Registration launched for three Fridays in May

College Fairs

- Spring travel (February 1 – May 31) is underway.
- 120+ fairs confirmed, primarily serving high school juniors (Fall 2027 entry) and undecided seniors as well as transfer and Running Start students attending select community colleges

- Additional fairs continue to be added.

Group Visits

Admissions Group visits serve high school students (grades 9–12), transfer students, and community-based college access programs (e.g., AVID, TRiO, GEAR UP).

- We are anticipating over 30 group visits will take place over the spring. This is double the number of groups we hosted last spring!

Guaranteed Transfer Admission

As of March 30, we are receiving data from all 11 signed community college partners. This allows us to share information with prospective students about Western’s academic programs, opportunities, and strengths and encourage those with 60 or more credits to apply for Fall 2026.

With the June 1 transfer application deadline nearly two months away, we have received nearly 70% of our anticipated transfer applications. Even so, we can provide the following information about where we are with regard to applications submitted by students at our partner community colleges this year compared to the same date the prior two years.

Partner Institution	Fall 2024	Fall 2025	Fall 2026	% change in applications received compared to the same date in the prior cycle
Bellevue College	67	79	86	8.86%
Cascadia College	27	31	27	-12.90%
North Seattle College	36	35	38	8.57%
Seattle Central College	25	33	19	-42.42%
Shoreline College	33	32	21	-34.38%
South Seattle College	20	15	16	6.67%
Everett Community College	63	79	76	-3.80%
Olympic College	45	38	33	-13.16%
Peninsula College	8	15	14	-6.67%
Skagit Valley College	85	68	80	17.65%
Whatcom Community College	133	116	140	20.69%

Important in explaining the different results seen at Whatcom Community College and Skagit Valley College is the fact that we have had a more significant focus on and presence in those two schools for the last year, with staff dedicating time to in person engagement on those campuses.

Further breakdown of transfer application numbers by community college and associates degree completion provides additional insight. The below tables and bar

graph provide data comparing community colleges with Guaranteed Transfer Agreements (GTA) against those without (and separate out Whatcom Community College and Skagit Valley College). The tables also highlight changes in application volumes from students with transferable associates degrees (DTA or AS-T), as is required to be eligible for admission under our GTAs.

WA GTA Apps	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	% Change
Whatcom	132	140	131	112	138	23.2%
- With DTA or AS-T	90	86	85	72	97	34.7%
- Without DTA or AS-T	42	54	46	40	41	2.5%
Skagit	67	79	82	68	78	14.7%
- With DTA or AS-T	44	54	55	49	54	10.2%
- Without DTA or AS-T	23	25	27	19	24	26.3%
Other GTA Partner Schools	348	326	304	342	296	-13.5%
- With DTA or AS-T	243	217	192	211	212	0.5%
- Without DTA or AS-T	105	109	112	131	84	-35.9%
Grand Total	547	545	517	522	512	-1.9%

WA CTC Apps	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	% Change
GTA Partner Schools	547	545	517	522	512	-1.9%
- With DTA or AS-T	377	357	332	332	362	9.0%
- Without DTA or AS-T	170	188	185	190	150	-21.1%
Non-GTA Schools	314	295	299	328	283	-13.7%
- With DTA or AS-T	212	185	197	197	173	-12.2%
- Without DTA or AS-T	102	110	102	131	110	-16.0%
Grand Total	861	840	816	850	794	-6.6%

Note that applications are up significantly from students completing DTAs or AS-Ts at community colleges that have GTA's with us, and they are up even more for Whatcom Community College and Skagit Valley College. Unfortunately, transfer applications are down from students at the community colleges with which we do not have signed agreements and down further for students who do not have a DTA or AS-T. Of interest, applications from students who have not completed a DTA or AS-T but are at a partner community college with a signed GTA are down dramatically—by almost 36% (compared to the 16% decline in applications from those students at community colleges that do not have a GTA signed).

DegreeSight

Since going live with our Automatic Transcript Evaluator (DegreeSight) five months ago, we are averaging about 100 transfer student leads per month. As of March 30, 495 students have accessed the tool. Capturing the information about which schools are represented by users of the tool, we can see that the schools with the highest rate of use include:

- Whatcom Community College
- Everett Community College
- Central Washington University
- Bellevue College
- Washington State University
- South Puget Sound Community College
- Olympic College
- University of Washington – Seattle
- Skagit Valley College
- Eastern Washington University

III. Student Aid

FAFSA Completion for 2026-2027

Over the past two months, we have continued to track FAFSA completion rates throughout the state of Washington. As of March 20th, 39.5% of high school seniors have completed a FAFSA—a nearly 10% increase since late January. Similarly, the national average has increased to 49.6%, an 11% increase from late January. Despite these increases, Washington continues to rank among the lowest states as to FAFSA completion, currently ranked 43 out of 50. Source: *FAFSA Tracker*, sponsored by the National College Attainment Network at <https://www.ncan.org/page/fafsatracker> .

Although Washington has historically ranked low for FAFSA completion rates, WWU has had significantly higher completion rates among our first-year incoming students. As of March 2026, 75.6% of our first-year applicants have completed the FAFSA/WASFA and over 81% of our confirmed students have a FAFSA/WASFA on file. WWU Financial Aid counselors have been participating in FAFSA completion events since the fall, to continue to encourage and assist students in completing the FAFSA/WASFA.

Packaging 2026-27 Financial Aid for New Students

After several years of delayed FAFSA's, the Financial Aid Department worked hard to get financial aid offers to newly admitted students as early as possible. The first batch of notifications were sent to over 6,700 students in mid-February, which was several weeks earlier than in prior years. About 9,000 financial aid offers have now been sent

out to incoming students. In addition to notifying students electronically, students were mailed paper aid offers to further capture the attention of the student and their family.

Subsequent financial aid awards for the 2026-27 year are continuing in batches on a recurring basis for the remainder of the cycle. At the same time, awarding, aid disbursement, and related processing will continue for the current year. March marks the beginning of managing 2025-26 and 2026-27 simultaneously.

OB3 Overview/Updates

The One Big Beautiful Bill Act (OB3) was signed into law on July 4, 2025. This legislation contains provisions that reshape student financial aid, many of which are effective for enrollment periods beginning on or after July 1, 2026. The Financial Aid Office is continuing to monitor for updates and anxiously awaits final guidance from the U.S. Department of Education (ED) on the implementation of these changes. We offer an overview of these changes.

- **Loan Changes**

- Graduate PLUS Loan program eliminated, removing a longstanding federal funding option for graduate and professional students, who have historically been able to cover the full cost of attendance (both direct and indirect costs) through this program.
- Graduate aggregate loan limit changed to \$100,000 (not including undergraduate loans). The previous aggregate limit was \$138,500, including undergraduate loans.
- New limits for Parent Loan for Undergraduate Students (PLUS). New borrowers will have an annual limit of \$20,000 and an aggregate limit of \$65,000 per dependent student. Historically, borrowers have been able to cover the full cost of attendance (both direct and indirect costs) through this program, as there was no specific limit.
- New lifetime maximum of \$257,500 for all federal student loans combined, excluding PLUS Loans.
- New ability for institutions to impose a lower loan limit by program of study, creating an opportunity to address high loan default rates or high debt programs.
- New requirement for institutions to adjust the annual loan limit for students enrolled less than full-time.
- Major overhaul to the student loan repayment system.

- **Pell Changes**

- Closes the so-called “Pellionaire loophole” that allowed students and families with low incomes, but significant assets, to receive Pell Grants.
- Students with a Student Aid Index (SAI) equal to or greater than 14,790 (twice the maximum Pell Grant) are ineligible to receive a Pell Grant.

- No Pell Grant for students fully covered by non-federal grants and scholarships.
- Inclusion of foreign income in Pell determinations.
- **Institutional Accountability Framework**
 - The U.S. Department of Education (ED) has proposed a new accountability framework that directly links a program's federal student aid eligibility to its students' post-graduation earnings. Under the OB3 and the accountability framework created under it—the Student Tuition and Transparency System (STATS), programs whose graduates do not earn more than a typical high school graduate (for undergraduate programs) or a typical bachelor's degree holder (for graduate programs) risk losing access to federal student loans, and in some cases, all federal aid eligibility.
 - In this new framework, ED is transitioning away from the current “Gainful Employment” (GE) and “Financial Value Transparency” (FVT) terminology, incorporating them into a new, unified system called the Student Tuition and Transparency System (STATS). A new “Earnings Premium” test will be included in this new framework. A program passes the earnings test if its graduates, four years after completion, earn more than a set threshold (described below). Failing this test in any two of three consecutive years labels that program a “Low-Earning Outcome Program.”
 - Undergraduate Programs: The median U.S. Census Bureau earnings of a working high school graduate, aged 25-34 who was not enrolled in postsecondary education during the year of the associated measured earnings, in the state in which the institution is located.
 - Graduate Programs: The median U.S. Census Bureau earnings of a working bachelor's degree recipient, aged 25-34, who was not enrolled in postsecondary education during the year of the associated measured earnings. The median earnings used for graduate programs will be the lesser of the earnings:
 - In the state the institution is located; or
 - In the same field of study under the 2-digit or 4-digit Classification of Instructional Programs (CIP) in the state in which the institution is located.
 - If a program fails the earnings test in two out of three consecutive years, it automatically loses eligibility for federal Direct Loans for two years. In addition, if more than 50% of an institution's total federal aid dollars or 50% of its federal aid recipients are associated with failing programs, the institution will be considered not administratively capable. If this is the case in two of three consecutive award years, those failing programs also

lose all federal aid (including Pell Grants), and the institution may face much stricter federal oversight. (Source: NASFAA)

IV. Orientation & Transition

2026 Orientation, Advising & Registration Updates

The tables below include a summary of event dates for Advising & Registration sessions for 2026 thus far. Western’s 2026 Spring Advising & Registration (A&R) events are in production now, with the fourth and final session will be held on March 30th. One Summer A&R Session is scheduled early May for transfer students prior to the start of summer quarter registration. The second table is a running total for 2026 Orientation Packets distributed to all new, confirmed students as well as materials provided to parents/families within the new first year packets.

2026 Fall Advising & Registration Sessions

The opening date for reservations for Fall A&R sessions is being moved up—a decision made in collaboration with the many stakeholders in our work with prospective and admitted students. With changes to the confirmation process and a desire to increase outreach and engagement, an earlier reservation opening date is now scheduled for Wednesday, May 13th. Previously, reservations opened the first or second week of June, so this new date is about three weeks earlier than in previous years. While our A&R event preparation time will be more compressed this year to meet the new deadline, in the longer term, an earlier opening will have a positive impact. It will move us to a more similar time frame as other institutions, provide more time for additional outreach, instructional and preparatory messaging to new students and families, and shorten the time between Admitted Student Day programs and access to signing up for new student Advising & Registration sessions. This new date reflects the earliest date that we can open reservations within the overall process, and several offices are collaborating to make changes to workflows to ensure we meet the new date.

2026 Attendance for Advising & Registration Sessions					
Winter 2026	Total	Spring 2026	Total	Summer 2026	Total
October 31	43	February 20	38	May 8	TBD
November 7	46	February 27	23	Summer 2026 Total	0
December 12	68	March 20	31		
January 5	35	March 30	TBD		

Winter 2026 Total	192	Spring 2026 (Running) Total	92	
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2026 Orientation Packets					
	Winter	Spring	Summer	Fall	Total
Transfer Students	244	142			386
First-Year/Running Start	50	28			78
First-Year/Running Start Families	50	28			78
ISSS Students	<i>n/a</i>				-
(RUNNING) TOTAL STUDENT PACKETS					464

Student Affairs – Dr. Sislana Ledbetter

Overview

This memo provides a high-level overview of several initiatives currently underway across Student Affairs that intersect with student success, basic needs, financial stewardship, and long-term campus planning.

The materials accompanying this memo highlight three areas of focus:

1. Student & Activities (S&A) Fee Process Improvements
2. Student Basic Needs and Food Security Efforts
3. Long-Term Campus Housing Strategic Planning

Together, these efforts reflect Western’s broader commitment to student wellbeing, access, retention, and responsible resource stewardship.

1. Student & Activities (S&A) Fee Process Improvements

The S&A Fee Committee is currently engaged in reviewing funding allocations that support a wide range of co-curricular programs and student services. Key improvements implemented in the current cycle include:

Governance and Representation

- A **campus-wide recruitment process** expanded representation by selecting at large student members without direct ties to funded programs.

- The committee received **26 applicants**, demonstrating strong student interest in shared governance.
- A new **alternate structure** ensures continuity if voting members are unable to attend meetings.

Student Preparation and Training

- Committee members participated in a **training retreat** focused on collaboration, conflict navigation, and fiscal stewardship.
- The committee reviewed the **Killian Outline**, which guides appropriate use of S&A fees under Washington State law.
- Students were also introduced to the **Thomas-Kilmann Conflict Model** to help support thoughtful deliberation. **Fiscal Transparency Improvements**
- The Student Business Management Office introduced **standardized budget templates** to improve financial transparency across S&A-funded programs.
- These templates provide clearer reporting on:
 - revenue sources
 - program expenditures
 - reserve balances
 - student engagement metrics

Process Improvements

- A revised budgeting approach now separates:
 - **base budget allocations**
 - **prioritized incremental funding requests**

This adjustment shifts committee deliberations from **cutting requested budgets to strategically allocating incremental resources**, reducing conflict and improving transparency.

The committee has now transitioned from **training to the active budget review phase** and will begin reviewing FY 2026–27 requests this spring.

2. Student Basic Needs and Food Security

Western continues to expand its efforts to address student food insecurity and basic needs.

WHOLE Food Pantry Growth

The WHOLE Pantry has seen **significant increases in student use**:

- Weekly visits increased from approximately **600 visits in 2024–25 to over 2,400 visits in Winter 2026**.
- **74% of students who use the pantry live off campus**.
- **83% of pantry users do not have a meal plan**.

To support this demand, students approved a **\$4.50 per quarter Food Security Fee**, implemented in Fall 2025.

This dedicated funding now allows the university to:

- support stable pantry operations
- fund a dedicated staff position
- explore the development of **a second campus pantry location**.

The pantry also collaborates with multiple community partners including local farms, food banks, and grocery providers.

State Food Security Pilot Program

Western is also participating in a **Washington State Food Security Pilot Program** designed to improve student retention and success.

Program highlights include:

- Eligible students receive **food vouchers for grocery purchases** and participate in financial wellness and nutrition programming.
- The first cohort included **65 sophomore students living off campus with significant financial need**.
- Participants received up to **\$1,000 per quarter in grocery support during the first year**.

The program has demonstrated strong student success outcomes:

- **94% of participating students either graduated or remained enrolled**, compared with **87.7% retention among the broader sophomore cohort**.

Students consistently report that the program significantly reduced financial stress and improved their ability to focus on academics.

3. Campus Housing Strategic Planning

Western is also engaged in long-term planning for student housing to support enrollment growth, student success, and campus belonging.

The **Campus Housing Strategic Planning Workgroup** has been charged with developing a **10- to 20-year vision for student housing** aligned with institutional priorities.

Key findings from the planning work include:

Aging Infrastructure

- **64% of current residence halls are over 50 years old**, creating a need for modernization and reinvestment. **Student Demand**
- Surveys indicate strong student demand for **suite-style and apartment-style housing**, particularly among second- through fourth-year students.

Enrollment Growth Planning

The university is planning housing capacity in alignment with potential enrollment growth:

- Current enrollment: ~13,700 students
- Mid-term goal: **16,000 students**
- Long-term goal: **19,000 students**

To support these enrollment levels, the university would need to expand housing capacity significantly depending on the desired percentage of students living on campus.

Planning Scenarios

Several housing development scenarios are currently being evaluated that balance:

- new construction
- renovation of aging facilities
- financial sustainability
- maintaining available bed capacity during construction.

Financing options under review include:

- public-private partnerships
- state infrastructure funding
- philanthropic gifts
- regional partnerships.

The workgroup will continue evaluating scenarios and present a recommendation to the President's Cabinet, the Finance and Resource Management Committee, and ultimately the Board of Trustees.

4. Strategic Themes Emerging Across These Efforts

Taken together, these initiatives highlight several institutional priorities:

Student Wellbeing and Basic Needs

- Expanding food security resources and financial supports that enable students to persist and succeed.

Shared Governance and Student Leadership

- Strengthening student participation in financial decision-making through the S&A fee process.

Infrastructure Planning for Student Success

- Aligning long-term housing investments with enrollment goals and evolving student needs.

Financial Transparency and Stewardship

- Improving fiscal oversight and reporting for student fee resources.

S&A Fee Process – General Overview for Committee

Context for This Year's Process

- This year's S&A fee process operated on a **compressed timeline** due to

changes approved at the end of Fall Quarter.

- In a typical year, the committee would begin its work in Fall Quarter; however, this year the process began later, requiring adjustments to the schedule and workflow.
- The addition of **paid alternates** for committee membership meant that student participants are now classified as **student employees**, which required the creation of additional administrative structures to support hiring, onboarding, and compensation.
- Committee members and staff advisors recognize that **modernizing the S&A fee process will take multiple cycles**. The goal this year is to implement improvements while continuing to refine the process over time.

Key Improvements to the S&A Fee Process

1. Expanding Representation

- A campus-wide search was conducted for **At-Large student representatives** to broaden participation beyond those directly connected to funded programs.
- A **position description was posted in Handshake**, the university's job platform, during the first week of Winter Quarter.
- The search yielded **26 applications**, which were narrowed to four students recommended by the **AS Executive Board and AS Senate**.
- Selection prioritized students **without direct ties to S&A-funded programs** to strengthen impartiality and broaden perspectives.
- A new **alternate member structure** was also implemented to ensure continuity if a voting member is unable to attend meetings.

2. Strengthening Preparation and Support for Student Committee Members

- The committee began the year with a **training session structured as a mini-retreat** to build shared understanding and cohesion.

- Members developed a **Full Values Contract**, establishing shared expectations for collaboration, accountability, and group conduct.
- The committee participated in **team-building exercises** to strengthen communication and collaborative decision-making.
- Students were introduced to the **Thomas-Kilmann Conflict Model**, which provides a framework for navigating conflict through strategies such as collaboration, compromise, competition, and accommodation.
- The committee also reviewed the **2018 update to the Killian Outline**, which provides practical guidance on the appropriate use of S&A fees based on **Washington State RCWs and relevant case law**.
- Additional definitions and guidance were developed to help committee members better understand and articulate **the scope of student benefit associated with S&A fee expenditures**.

3. Strengthening Institutional Fiscal Oversight

- The **SMB (Student Business Management) Office** developed new **standardized budget templates** for all S&A-funded areas.
- These templates highlight key **revenue and expenditure categories**, as well as **reserve balances and operating funds**, improving financial clarity.
- The templates also provide more detailed information about **how S&A funds are distributed across programs and activities**, increasing transparency.
- Additional information is now collected about:
 - How students access funded services
 - How new programs may enter the funding structure
 - The number and type of students who benefit from funded programs
- Work is also underway to **improve accounting and reporting structures** to provide clearer visibility into S&A fund utilization in future cycles.

4. Reducing Contentiousness in the Budget Allocation Process

- Historically, departments submitted **independent budget requests**, often totaling more than projected S&A fee revenue, which placed the committee in the difficult position of determining which programs would receive cuts.
- This year, a **two-tiered request structure** was implemented:
 - A **target base budget**, aligned with the previous BOT-approved budget and adjusted for projected enrollment changes.
 - A **prioritized list of incremental funding requests** above the base allocation.
- This approach shifts committee deliberation toward **funding prioritized incremental investments**, rather than reducing idealized requests.
- The new structure is intended to:
 - Increase **transparency in funding decisions**
 - Reduce conflict between funded areas
 - Allow the committee to **allocate incremental funds strategically**

What's Ahead for the Committee

- The committee is now **transitioning from its training phase to its active decision-making phase**.
- Student leadership has been established with **Ella Horner serving as Chair and Tony Wallace serving as Vice Chair**.
- The committee has begun reviewing:
 - Informational presentations from S&A-funded programs
 - A letter from **President Randhawa requesting reallocation of S&A funds for FY26**
- Beginning in Spring Quarter, the committee will:
 - Continue reviewing the President's request
 - Hear **2026–27 budget proposals** from S&A-funded areas
 - Begin deliberations on funding allocations for the upcoming fiscal

year.

Professional Leave Report – Faculty Relations

This report lists the faculty professional leave proposals that have been approved for AY 2026-27 and provides a brief summary of the exceptional research projects and scholarly activities engaged in by some of Western’s faculty members. The report also outlines the process established to review applications and make award determinations.

The Professional Leave Advisory Committee is an all-university body comprised of six faculty members who have taken professional leave within the past few years. Professional leave applications are examined first at the department level, then by the dean (and, in some colleges, the college’s professional leave committee), before being forwarded to the Provost’s Office and the university-wide Professional Leave Advisory Committee. The Professional Leave Advisory Committee recommendations receive final review and approval by the Provost.

Per Section 10.6.1 of the faculty Collective Bargaining Agreement, the Committee relies upon the following criteria in making its recommendations:

Academic or scholarly significance; soundness of design, procedure, or operational plan, including clear objectives and timeline; relationship of planned activity to individual’s area of study and professional development; expected outcomes and benefits, including dissemination of results; evaluation of applicant’s ability to achieve the proposed goals; and value of the project in terms of academic benefits to the institution upon the applicant’s return from the leave.

For AY 2026-27, faculty requested 166 quarters of leave, and we were able to award 105 quarters due to state law (RCW 28B.10.650). Each application was afforded a careful and thorough evaluation based upon the merits of the application and the expected benefits to the individual, department, and the University per the Collective Bargaining Agreement.

Professional Leave Awards

Name	Department	College	One-Sentence Description
Adam Wright	Economics	CBE	Develop recommendations and a legislative proposal to make personal finance a high school graduation requirement; research and draft a manuscript on whether financial education leads to long-term economic success and upward mobility for disadvantaged students; research and draft a manuscript on the effect of teacher characteristics on student portfolio performance and investing behaviors in stock market simulations.

Adrian Villicana	Psychology	HSS	Complete a three-study, race-focused program that identifies when people act as allies and specifies effective accountability language and delivery; translate those findings into a micro-training for WWU.
Alex Czopp	Psychology	HSS	Examine the psychological experiences and consequences of social identity exile - the perceived inability for privileged social group members to take pride in or celebrate their group identity.
Amites Sarkar	Mathematics	CSE	Work on two projects, one in additive combinatorics, the other in coalescent theory, with my collaborators.
Andy Bunn	Environmental Sciences	ENV	Further develop the openDendro software project (https://opendendro.org).
Anna Diedesch	Speech, Language, and Hearing Science	HSS	Build collaborations with colleagues at Northwestern University and in Florida, to set up an experiment and collect pilot data in Florida; write 2-4 manuscripts with collaborators; write a NIH R15 grant.
Antonya Gonzalez	Psychology	HSS	Launch data collection for a study examining how beliefs about gender differences and interests shape the opportunities parents afford their children.
Arpad Benyi	Mathematics	CSE	Work with Professor Rodolfo H. Torres of University of California, Riverside, on a cutting-edge project in harmonic analysis.
Ben Miner	Biology	CSE	Survey populations of sea stars and abalone to assess marine community health throughout the Salish Sea; develop a theoretical model to better understand the evolution of signaling between predators and prey; improve teaching resources for biostatistics instructors in Biology and Environmental Science; create strategic planning tools for departments throughout the campus.
Bernie Housen	Geology	CSE	Enhance NSF funded research that will improve our understanding of the origin and tectonic cause of the Laramide Orogeny and the extent and timing of Late Cretaceous to Eocene deformation in WA/OR/ID/MT; work with three current MS students to publish the results of their thesis research related to that project; improve research applications of surficial geophysics including better outreach to regional law enforcement for work on missing persons cases; work with Tribal Nations to document cemetery and burial sites; submit two tectonic-related projects for support by NSF.
Brandon Dupont	Economics	CBE	Develop a faculty-led study abroad program in the UK, tentatively called "The Workshop of the World: Exploring the Origins of Modern Economic Growth".
Cara Jaye	Art and Art History	FPA	Create new artwork on the topic of plastic waste as it relates to climate change and attend an artist residency where much of this work will take place.
Caroline Hardin	Computer Science	CSE	Improve the cultural relevancy and enrollment of WWU's CS teacher preparation program and improve a

			model for helping CS teachers make AI aware assessments.
Carrie Brennan	Early Childhood, Elementary, and Multilingual Education	WCE	Observe young children's engagement with perceived controversial topics and support teachers in deeper engagement.
Christina Byrne	Psychology	HSS	Establish an ongoing research collaboration with colleagues at Vilnius University in Lithuania to investigate, in a cross-cultural context, two closely related primary topics in my research program on traumatic stress: the conceptualization and measurement of posttraumatic stress disorder and the prevalence and impact of rape myth acceptance.
Christine Johnston	History	HSS	Conduct fieldwork and archival and museum research on environmental history and human subsistence strategies along the Nile Valley in antiquity; complete a book manuscript for publication.
Cynthia Camlin	Art and Art History	FPA	Create paintings, writing, sound art and animation to reflect on the beauty and ecological value of places long considered wastes -- among them peatlands, with their unique capacities for carbon storage -- and trace their contamination, eradication, care and resuscitation.
Daniel Picus	Global Humanities and Religions	HSS	Finish my book manuscript and produce two new articles.
David Rossiter	Environmental Studies	ENV	Draft a book proposal for UBC Press based on extensive archival work completed during previous professional leaves; complete and submit an article from this work to BC Studies, one which will form the core of the book's first chapter.
Dennis Whitcomb	Philosophy	HSS	Complete two scholarly papers: one on a certain episode in the history of speech act theory; one on the contemporary philosophy of inquiry.
Derek Moscato	Journalism	HSS	Write and conduct research for the book manuscript "Global Sport Diplomacy: Soft Power and Nation Branding".
Doug Clark	Geology	CSE	Conduct a comprehensive investigation of a rock glacier in New Zealand's Southern Alps to quantify its flow dynamics, long-term development, and potential contributions to water resources in the basin.
Ed Love	Finance and Marketing	CBE	Complete my textbook, "A Practical Guide to Marketing Analytics Using Excel", under contract with Sage.
Eric DeChaine	Biology	CSE	Learn the award-winning approach for measuring and monitoring biological diversity developed by Limelight Rainforest and apply that approach to my study sites and watersheds on the Olympic Peninsula.

Ernest Hartwell	Languages, Literatures, and Cultures	HSS	Complete my book manuscript on anti-colonial Philippine, Cuban, and Puerto Rican literature.
Ethan Bushelle	Global Humanities and Religions	HSS	Support completion of my book manuscript, "The Yamato Kingdom: Ethnicity and Power in Early Japan."
Froylan Sifuentes	Environmental Sciences	ENV	Establish a new collaborative research project: Equity-Driven Renewable Energy Solutions for Rural Mexico: Reducing Energy Burden through Community-Based Solar and Wind Projects; strengthen a research relationship with the Instituto de Investigaciones en Ecosistemas y Sostenibilidad at Universidad Nacional Autonoma de Mexico.
Gordon Chalmers	Health and Human Development	HSS	Conduct research to develop an instrumented percussion muscle vibrator to allow for the quantification of the muscle vibration parameters of force, frequency and amplitude.
Heather Moore	Speech, Language, and Hearing Science	HSS	Focus on research dissemination and leadership training in preparation for promotion to full professor.
Hilary Schwandt	Fairhaven	FH	Apply for another John Street grant to continue collecting and analyzing data from Mongolia on reproductive health; prepare manuscripts from data already collected from Zambia on malaria prevention during pregnancy.
Holly Folk	Global Humanities and Religions	HSS	Study the Ahmadi Religion of Peace and Light, an Islamic new religious movement, about which I intend to write two articles.
Hud Hudson	Philosophy	HSS	Write and submit for publication a book-length work on topics that fall within my areas of specialization – metaphysics, epistemology, analytic theology, philosophy of religion, and the ethics of character and well-being.
Jared Hardesty	History	HSS	Complete research for and begin drafting my fifth book tentatively entitled "Reaping Slavery's Windfall: New England, Absentee Plantation Ownership, and the Rise of Capitalism in Early America."
Jared Moore	Accounting	CBE	Replenish my active research pipeline, which was negatively impacted by my recently completed three-year term as senior editor of an academic accounting journal, so I can continue to produce high-quality and impactful research output.
Jason Kanov	Management	CBE	Support deep reengagement with my dissertation research, which will involve (re)analyzing extensive qualitative data from a new theoretical perspective, conducting a new literature review, and writing at least one new paper.

Jay McCarty	Chemistry	CSE	Spend one quarter in France collaborating with researchers on joint biophysics experiments and computer simulations to reveal how tau proteins change shape and form toxic amyloid structures linked to neurodegenerative disease.
Jeremy Cushman	English	HSS	Produce and publish an open source 'born digital' handbook tentatively titled, "WPA and Post-pedagogical Practice" that helps university writing program administrators better engage with and account for the increasingly fluctuating responsibilities that come with running a university writing program.
Jianying Zhang	Mathematics	CSE	Advance the mathematical and computational study of nonlinear partial differential equations arising in fluid dynamics and mathematical biology.
Johann Neem	History	HSS	Produce a manuscript of my book ready for submission to a press.
John Gilbertson	Chemistry	CSE	Travel to the Lee lab at SNU in South Korea to integrate catalytic nitrate upcycling into my research at WWU, while establishing an international collaboration for positive WWU student impact.
Josh Kaplan	Psychology	HSS	Train in ex vivo calcium imaging and integrate this technique as a regularly utilized approach for my laboratory's research.
Julian Wu	Languages, Literatures, and Cultures	HSS	Complete a monograph entitled "Defense and Dialogue: Gu Hongming and His East-West Cultural Polemic Writings", a second of three monographs in a trilogy.
Kate Destler	Political Science	HSS	Work on an article manuscript entitled "What's the Matter Here? Covid-19 and Competing Educational Problems within a Pandemic."
Kate McLean	Psychology	HSS	Utilize participatory action methods for a study on the intergenerational transmission of stories from the HIV/AIDS crisis in San Francisco.
Kathryn Sobocinski	Environmental Sciences	ENV	Synthesize research from my WWU research group related to salmon in estuaries in the Salish Sea.
Kelly Magee	English	HSS	Complete a final, publishable draft of my novel, "Loss Prevention".
Kristin Anderson	Sociology Department	HSS	Investigate the gendered and sexualized dynamics of coercive control intimate partner violence using multiple waves of the National Intimate Partner and Sexual Violence Surveys that report the intimate partner violence victimization experiences of U.S. adults.
Lindsay Foreman-Murray	Education Leadership and Inclusive Teaching	WCE	Write and pursue publication of a book prospectively titled, "Everyone's Invited: A Family Field Guide to Inclusive Public Education."
Lynn Pillitteri	Biology	CSE	Learn live-cell time-lapse imaging to use in my lab and provide students with research experience using cutting-edge equipment.

Mariana Smit Vega Garcia	Mathematics	CSE	Attend a prestigious program at the University of Cambridge; visit collaborators at Montana State University to work on our research program, which combines Partial Differential Equations and Combinatorics.
Mark Bussell	Chemistry	CSE	Prepare three manuscripts focused on the conversion of carbon dioxide to solar fuels using photocatalysts developed in my research lab.
Mark Neff	Environmental Studies	ENV	Complete two chapters of a book manuscript that I am writing.
Mart Stewart	History	HSS	Complete a book manuscript under contract with the University of Georgia Press, "Creatures at the Crossroads: The Making of the Natural South."
Mary Hunt	Health and Human Development	HSS	Conduct an abortion attitudes study utilizing a novel qualitative methodology.
Meg Warren	Management	CBE	Serve as a Visiting Researcher at the Technical University of Munich, Germany; complete a solo-authored book manuscript.
Michael Karlberg	Communication Studies	HSS	Conceptualize and outline a documentary film on Rethinking Social Justice; conduct research to collect audio-visual material that supports the documentary; conduct interviews with significant figures who will feature in the documentary.
Mike Larsen	Chemistry	CSE	Study at the National Renewable Energy Laboratory to learn next-generation approaches to plastics sustainability.
Molly Ware	Secondary Education	WCE	Research creativity and imagination; convene multiple groups of participants around creativity; write a book on creativity in a world on fire (for mainstream audiences) based on what I learn.
Patrick Gillham	Sociology Department	HSS	Complete analysis and writing of two substantive chapters for my book "Managing Dissent: Innovations in U.S. Policing of Protest, 1960s-2020s."
Paula Airth	Design	FPA	Demonstrate how participatory design nurtures connections between people and places by inviting people to record experiences in trail logs; create a collection of photographs, videos, drawings, writings and historical research; design and print a physical book of "forest stories"; build a website; host a series of free community events.
Pedro Cameselle	History	HSS	Complete writing my third book on Uruguayan history during the first half of the twentieth century.
R. Mata	Linguistics	HSS	Further my research by drafting and submitting two scholarly articles to peer-reviewed journals and two abstracts for conference presentations.

Rebecca Bunn	Environmental Sciences	ENV	Learn lab techniques for measuring soil health and computational techniques for analyzing genetic data to reveal the diversity and function of microbes in the soil, to better answer questions about soil management for local growers and land managers.
Robyn Dahl	Geology	CSE	Use qualitative research methods to conduct a nuanced, intersectional examination of the experiences of women of color in geology programs across two predominantly White institutions: Western Washington University and Whatcom Community College.
Roger Thompson	History	HSS	Prepare for publication as a book, and write an introduction to, the South Pacific War Journal (1942-1943) of Dr. Dale G. Friend, the Commanding Officer of the U.S. Army's 101st Medical Regiment in New Caledonia and Guadalcanal.
Sara Baskentli	Finance and Marketing	CBE	Conduct experimental research with Mothers Against Drunk Driving to develop and test behavioral science based messaging frameworks that will be directly applied in national campaigns to promote consumer acceptance of HALT Act technology, advancing both public safety and transformative consumer research.
Sean Mulcahy	Geology	CSE	Expand my research program in subduction zone evolution; learn new radiometric dating techniques and thermal modeling; mentor student field and laboratory research experiences through collaborative projects with leading scientists in their fields.
Serge Smirnov	Chemistry	CSE	Develop my skills in electron microscopy and use these instruments to record preliminary data on filamentous protein samples; utilize my skills in solution NMR spectroscopy to learn how to apply this technique for probing and deconvolution of metabolomic mixtures in new research projects in the areas of medicine, food quality control and plant studies.
Shannon Dubenion-Smith	Languages, Literatures, and Cultures	HSS	Complete three sets of follow-up analyses related to my previous investigations of clausal initial embedding and left dislocation in German regional language; write an article based on these analyses and the previous research.
Shawn Arellano	Biology	CSE	Learn, practice, and begin histology processing on my newly collected deep-sea samples and curate deep-sea invertebrate samples for Biology's teaching collection.
Stan Tag	Fairhaven	FH	Complete the writing of and revisions to my novel manuscript, "The Katahdin Party", the first novel in my Oros Series trilogy, and submit it for publication.
Stefania Heim	English	HSS	Complete my scholarly monograph, "As a Poet: Muriel Rukeyser's Interdisciplinary Imagination".
Stephanie Treneer	Mathematics	CSE	Conduct research in number theory related to lattice point visibility and weighted greatest common divisors.

Tesla Monson	Anthropology	HSS	Serve as Visiting Scholar at the University of Zurich in Switzerland to collect data at European museums; submit two grant applications in collaboration with colleagues; write three scientific publications and two popular science articles based on research conducted.
Tracy Zhang	Communication Studies	HSS	Advance my research agenda; strengthen my teaching through integration of new methods and perspectives; pursue directions that are not feasible within the structure of regular teaching quarters.
Veronica Velez	Secondary Education	WCE	Advance Quantitative Critical Race Theory in special education through the launch of the nation's first QuantCrit Policy Center; implement a Racial Equity in STEM Education project; develop the CritEd R statistical package; complete major scholarly publications that together reimagine quantitative research as a tool for justice and equity.
Virginia Dawson	Linguistics	HSS	Submit for publication four articles (or one book) about how the Tiwa language encodes concepts relating to quantities in its grammar and how that's important for linguistic theory.
Yasmine Elglaly	Computer Science	CSE	Advance the ethical and sustained integration of digital accessibility into computing and AI curricula by conducting a long-term impact study and establishing a program-level framework and industry-aligned AI teaching modules.
Yuan Pei	Mathematics	CSE	Enhance my research record by expanding the scope of research area and collaboration; better prepare for future promotion; contribute to the academic community of WWU.

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Sabah Randhawa on behalf of Vice President Joyce Lopes, Business and Financial Affairs

DATE: April 10, 2026

PURPOSE: Information Item

SUBJECT: Business and Financial Affairs Division Report

Purpose of Submittal:

The Business and Financial Affairs (BFA) Division Report highlights key points for Spring Quarter 2026 and updates from BFA division leadership.

Student Development and Success Center Update

The 29,000-square-foot [Student Development and Success Center](#) will be located at the south entry point to the main campus. It will house a new welcome center and bring together key student services in an easily accessible building to create a sense of belonging and improve recruitment, support services, retention, and persistence to degree.



Figure 1: Architect's rendering

Project schedule and upcoming milestones:

- Construction Documents: November 2025 through April 2026
- Construction Mobilization: March 2026
- Earthwork and Foundations: Spring through Summer 2026
- Structure: Summer 2026 through Winter 2027
- Enclosure, Systems and Finishes: Winter through Spring 2027
- Substantial Completion: June 2027
- Occupancy and Move-in: June through September 2027

House of Healing Coast Salish Longhouse Update

The [House of Healing](#) project has received substantial completion and a temporary certificate of occupancy. Landscape plantings are complete. The carved cedar panels for the main entry doors are complete and will be installed in the spring. The team continues to work through punch list items. Occupancy and move-in are expected in April 2026. The Opening Ceremony is planned for Spring 2026.



Figure 3: House of Healing from gathering circle



Figure 2: Great room



Figure 4: Entry from left

Capital Development and Strategic Vision Plan

The consultant team from NAC Architecture completed their study of auxiliary facilities across campus, including housing, dining, Viking Union, and Campus Recreation. The housing and dining plan update was the most significant portion of this work. The third phase of this project is a comprehensive campus wayfinding and institutional identity study, which kicked off in the Fall and is scheduled to be completed this Spring quarter. The design team presented their proposed wayfinding system and design concepts to the working group in March and are now finalizing their report.

Heating Conversion Project

The state has allocated \$51 million for this project in the 2025-2027 (\$41 million) and 2023-2025 (\$10 million) capital budgets. The contract with GLY Construction for the Validation Phase of the project was approved at the Board's December 2025 meeting and has since been executed. The Validation Phase is now underway, and the project team is developing evaluation criteria for the options the progressive design-build team will offer. A draft version of the evaluation criteria was written, and the team is developing potential scopes of work for each option. The team continues to work closely with the Port of Bellingham on a potential connection to the waterfront Thermal Energy Network (TEN).

Communications Facility Data Center

This project will provide network infrastructure in Room 161 of the Communications Facility (CF), along with expanded power distribution, HVAC system upgrades, and a backup generator in the basement and exterior of CF to support the relocated Data Center. These improvements will deliver a more robust and reliable data network for Western and ensure full operational continuity in the event of a power outage. Planning, scheduling, and material submittals have begun, with onsite construction projected to commence in May 2026.

Emergency Project Update – Miller Hall Heating Infrastructure Upgrade

The project has made significant progress over the past month. Miller Hall is being heated by the newly installed steam line; the temporary line was removed, and all vaults and expansion loops were installed. Remaining work includes installing and testing the final section of buried pipe at the northern end of the site, regrading the entire area to improve drainage, and restoring the road and parking lots. Due to delays caused by extreme weather in December, final completion was March 30.



Whatcom Transportation Authority (WTA) and WWU Contract Update

Western and WTA are making solid progress through ongoing negotiation sessions toward continuing the universal bus pass for the university community. Reliable and affordable transit is essential to our students, faculty, and staff. We are working together to ensure the Western community can continue riding through our partnership. The momentum is positive, and our shared commitment remains strong. We tentatively have a one-year extension through September 2027—going to the WTA Board in April, as we work toward a long-term contract to align with the Associated Student Referendum terms.

Transportation Demand Management (TDM) Update

Stakeholder engagement sessions are scheduled for April 14, 15, and 16 at the Wade King Student Recreation Center Conference Room. The sessions include both facilitated meetings and an open forum, designated to gather input from the campus community on key issues related to parking, sustainability, accessibility, and cost impacts.

**WESTERN WASHINGTON UNIVERSITY
ITEM SUBMITTED TO THE BOARD OF TRUSTEES**

TO: Members of the Board of Trustees

FROM: President Sabah Randhawa on behalf of Vice President Joyce Lopes,
Business and Financial Affairs

DATE: April 10, 2026

SUBJECT: Mid-Year Housing and Dining Report

PURPOSE: Information Item

Purpose of Submittal:

To provide the annual programmatic and fiscal report to the Board on the University's Housing and Dining System.

Supporting Information:

Mid-Year Housing and Dining Report

WESTERN WASHINGTON UNIVERSITY

Mid-Year Housing and Dining Report

April 2026



EXECUTIVE SUMMARY

APPENDIX I: Occupancy

APPENDIX II: Housing and Dining System Financials (through February 2026)

APPENDIX III: Residential Facilities

APPENDIX IV: Dining Services

APPENDIX V: Residence Life

EXECUTIVE SUMMARY

Western’s Residential Communities — Campus housing, an auxiliary enterprise, provides competitively-priced housing in an affordable, safe, developmentally appropriate, and educationally-focused environment.

OCCUPANCY (Appendix I)

Fall 2025 peak housing was 3,992 (down 3% from Fall 2024), with Winter 2026 peak at 3,820 — a fall-to-winter drop of 172. First-year residency remains flat at 2,247 students (83% of first-years) while transfer and students-of-color representation rose modestly. Disability accommodations increased to 7.8% in Fall 2025 (8.9% in Winter 2026). Occupancy, Communications, and Administrative Services (OCAS) completed several student-focused StarRez integrations and process improvements (DAC AIM integration, extended room selection, streamlined check-out and cancellation processes) and is deploying room-swap and room-readiness modules to improve access, data accuracy, and the student experience.

HOUSING & DINING FINANCIALS (Appendix II)

Housing & Dining’s FY26 eight-month performance is largely consistent with FY25 with a small decline in operating revenue, slight reduction in operating expenses, and higher net available revenue after non-operating items driven by lower non-debt project spending. Meal plan enrollment numbers are down 4.8% on average from FY25. Non-debt funded renovation/maintenance spending fell notably from FY25 levels. Total non-operating outlays are lower in FY26; existing debt service obligations are slightly reduced. The system has no active debt financed projects in FY26 and new debt funded projects are still projected to resume in FY29.

RESIDENTIAL FACILITIES (Appendix III)

- 2 projects worth \$5.2M in design / bidding stage and capital planning efforts being done in conjunction with the campus master plan project.
- Multiple projects worth \$1.1M completed to address critical painting, carpet and furniture improvements within residential communities.
- 55 projects worth \$10.0M completed Summer 2025 through Winter 2026.

DINING SERVICES (Appendix IV)

AY 2025-26 saw the transition from legacy block meal plans to a weekly plan model. Fall 2025–Winter 2026 saw 112,343 more meals served versus the prior year (about 715 extra meals per day), even as meal plan revenue fell to \$12.1M (-5% YoY) and enrollment declined ~4.8%. Operational initiatives continued successfully and sustainability efforts and goals were

met. Continued capital improvement plans include beginning the Starbucks overhaul at Atrium and the grand opening of King's Hawaiian at Viking Union.

RESIDENCE LIFE (Appendix V)

The Residence Life report includes Fall 2025 and Winter 2026 updates and data from the following department priority areas: assessment initiatives, residential education and community building, and residential care and student conduct.

APPENDIX I: OCCUPANCY

Note: COVID-19 Isolation/Quarantine Restrictions in place*

Note: Ridgeway Sigma shut down due to leak**

(Peak = Third Wednesday of the Housing Quarter)

	Operating Beds	Heads	Beds Rented	% Beds Filled
<u>Fall 2025 Peak</u>	<u>4,075</u>	<u>3,992</u>	<u>3,992</u>	<u>98.0%</u>
Fall 2024 Peak	4,184	4,128	4,128	98.7%
Fall 2023 Peak	4,342	4,133	4,134	95.2%
Fall 2022 Peak	4,342	4,150	4,152	95.6%
Fall 2021 Peak	4,438	3,781	3,831	86.3%
Fall 2020 Peak*	1,400	1,051	1,051	75.0%
Fall 2019 Peak	4,045	3,953	3,953	97.7%
<u>Winter 2026 Peak**</u>	<u>3,963</u>	<u>3,820</u>	<u>3,820</u>	<u>96.4%</u>
Winter 2025 Peak	4,184	3,997	3,997	95.5%
Winter 2024 Peak	4,342	4,031	4,031	92.8%
Winter 2023 Peak	4,342	4,014	4,017	92.5%
Winter 2022 Peak	4,438	3,714	3,764	84.8%
Winter 2021 Peak*	1,400	1,072	1,072	77.2%
Winter 2020 Peak	4,045	3,785	3,787	93.6%
Winter 2019 Peak	4,144	3,851	3,856	93.0%

Academic Year 2025-2026

- **Fall Opening Numbers: Fall 2025 Peak Report Occupancy was 3,992 (Occupancy has decreased by 3% as compared to Fall 2024).**
 - Fall 2024 Peak occupancy was 4,128.
 - Fall 2023 Peak occupancy was 4,133.
 - Fall 2022 Peak occupancy was 4,150.
- **Winter Opening Numbers: Winter 2025 Peak Report Occupancy was 3,820.**
- **Academic Year 2025-2026: Fall 2025 occupancy of 3,992 compared to Winter 2025 of 3,820 resulted in a Fall-to-Winter decrease of 172 for this year.**
 - *Fall 2024 Peak occupancy of 4,128 compared Winter 2025 Peak of 3,997 making a fall-to-winter decrease of 131.*
 - *Fall 2023 Peak occupancy of 4,133 compared Winter 2024 Peak of 4,031 making a fall-to-winter decrease of 102.*

- *Fall 2022 Peak occupancy of 4,150 compared Winter 2023 Peak of 4,014 making a fall-to-winter decrease of 136.*
- **Students residing on campus Fall 2025 included:**
 - 2,247 First-Year Freshman in Housing = 83% of all First-Year Freshmen (1% decrease from 2024)
 - Fall 2024: 2,531 First-Year Freshman in Housing = 84% of all First-Year Freshman (1% decrease from 2023)
 - Fall 2023: 2,714 First-Year Freshmen in Housing = 85% of all First-Year Freshmen (1% decrease from 2022)
 - 242 in Housing = 27% of all First-Year Transfers (3% increase from 2024)
 - Fall 2024: 223 in Housing = 24% of all First-Year Transfers (4% decrease from 2023)
 - Fall 2023: 232 in Housing = 28% of all First-Year Transfers (6% decrease from 2022)
 - 1,352 in Housing = 34% are students of color (2% increase from 2024)
 - Fall 2024 = 1,320 in Housing = 32% are students of color (3% increase from 2023)
 - Fall 2023: 1,197 in Housing = 29% are students of color (1% decrease from 2022)
- **Disability Accommodations**
 - Fall 2025: 7.8% of all residents had accommodations on file from DAC (311 of 3,992).
 - Winter 2026: 8.9% (341 of 3,820)
 - Fall 2024: 7% of all residents had accommodations on file from DAC (285 of 4,128).
 - Fall 2023: 6% of all residents had accommodations on file from DAC (256 of 4,133).
 - Fall 2022: 5% of all residents had accommodations on file from DAC (193 of 4,150).
 - Fall 2021: 2% of all residents had accommodations on file from DAC (91 of 3,781).
- **OCAS Initiatives**
 - Disability Access Center AIM integration: OCAS completed its integration between StarRez and DAC's AIM system. This new integration minimizes the risk of errors and more timely updates regarding student housing accommodations.
 - Room Selection Timeline and Process: The timeline and process for Fall housing applications and room selection was changed to reduce barriers in the process and encourage students to confirm their housing status sooner. Students are now able to apply for housing and select their room between February 1 and June 30.

- Housing Check Out Process: OCAS implemented a new check out process through StarRez to provide real-time information once a student has transferred rooms within Housing or checked out. The new process will result in more timely data to stakeholders such as FDO, UPD, Mail Services, and data systems such as Banner.
- Room Swap Module: OCAS is working on implementing StarRez's Room Swap module. The Room Swap module will allow greater flexibility for residents to find and trade room assignments with each other during the academic year.
- Housing Cancellation Process: The Housing cancellation process was redesigned for students to request cancellations through their MyHousingPortal. The new process automates several steps of the cancellation process and reduces the number of steps a student has to navigate. The new cancellation process also collects a student's rationale for cancelling their housing application.
- University Residences Housing Facilities (URF) Room Readiness Module: OCAS is working on the implementation of StarRez's room readiness module providing real-time information regarding the room's readiness and maintenance status. This information will provide more timely data for room assignment transfers, updates to FDO custodial/maintenance team, and faster updates to Banner when an individual has relocated within Housing.

APPENDIX II: HOUSING AND DINING SYSTEM FINANCIALS

APPENDIX II: HOUSING AND DINING FINANCIAL						
July 1st - February 28, 2026						
	YTD 2025-26	YTD 2024-25	YTD 2023-24	YTD 2022-23	25-26 vs 24-25	
					Var \$\$	Var %
Operating Revenue	\$40,129,409	\$40,758,371	\$39,259,726	\$38,773,258	(\$628,962)	-1.54%
Operating Expenses	(\$17,991,448)	(\$18,080,670)	(\$18,824,114)	(\$20,537,009)	\$89,222	-0.49%
Net Operating Revenue	\$22,137,961	\$22,677,702	\$20,435,612	\$18,236,249	(\$539,741)	-2.38%
Debt Service	(\$1,681,955)	(\$1,769,809)	(\$2,652,189)	(\$2,773,029)	\$87,854	-4.96%
Non-Debt Funded Projects and Renovations	(\$4,578,964)	(\$6,252,803)	(\$13,227,046)	(\$1,696,087)	\$1,673,839	-26.77%
Total Debt Service and Non-Debt Projects	(\$6,260,919)	(\$8,022,612)	(\$15,879,234)	(\$4,469,116)	\$1,761,693	-21.96%
NET REVENUE	\$15,877,042	\$14,655,089	\$4,556,378	\$13,767,133	\$1,221,953	8.34%
Debt Financed Projects	\$-	\$-	\$44	\$464,125		

Notes: Non-debt funded renovation/maintenance spending fell significantly vs FY25, which increased net available funds despite the slight decline in operating revenue. Debt-financed projects remain inactive for FY26.

Year-to-Date Revenue (July 1, 2025 – February 28, 2026) \$40,129,409 — decreased \$628,962 (-1.57%) vs FY25.

- Room and Meal Plan revenue is \$38.6M, a 1% decrease from FY25 due to a decrease in residential bookings. The BOT-approved aggregated room and board fee increase is 4.76% for FY26.
- Conference and Facility Rental revenue is \$152.5K, a 2.15% increase from \$149.3K in FY25.
- Meal Plan revenue is \$12.1M, a 5% decrease from \$12.8M in FY25 due to decreased enrollment and fewer meals plans sold.
- Housing revenue is \$25.9, a 0.5% increase from \$25.7M in FY25.
- Commission revenue is \$259K, a 169% decrease from \$697K in FY25 due to a change in the schedule for commission payments from the dining vendor. Vending commissions remained flat from FY25.

Year-to-Date Operating Expenses (July 1, 2025 – February 28, 2026) \$17,991,448 — decreased \$89,222 (-0.50%) vs FY25.

- Salary and Benefit expenditures are \$4.6M, an increase of \$127K (2.76%) due to increases in staff salaries and the local minimum wage for our student staff.
- Goods and Services expenditure is \$17.76M, a decrease of \$144KM (-0.81%).
- Actual Contracted Food Service expenditures are \$8.4M, a decrease of \$445K (5.3%). This reflects the change in the override model with our new dining vendor and

adjustments to the dining contract in FY25 as well as the decreased number of meal plans.

- Total Utility expenditures are \$2M, an increase of \$224K (11.2%). We expect these expenses to increase throughout the FY and next FY.
- Operating Maintenance (including janitorial services) expenditures are \$4.3M, remaining flat with FY25 (-0.22%).

**Year-to-Date Net Operating Revenue (July 1, 2025 – February 28, 2026)
\$22,137,961 — decreased \$539,741 (-2.44%) vs FY25.**

- Net Meal Plan revenue is \$3.8M, a 5.3% decrease from FY25.

Year-to-Date Non-Operating (debt service, non-debt projects/renovations):

Debt service: (\$1,681,955) — decreased \$87,854 (-5.22%) vs FY25.

Non-debt funded projects & renovations: (\$4,578,964) — decreased \$1,673,839 (-36.55 %) vs FY25.

- Total debt service + non-debt projects: (\$6,260,919) — decreased \$1,761,693 (-28.14%) vs FY25.
- There are no active debt-financed projects in FY26. Additional bond-funded projects are planned to commence in FY29.

APPENDIX III: RESIDENTIAL FACILITIES

- Project Design / Study efforts - **in progress**:
 - Phase 4 project worth \$3.3M in the bidding stage to replace Birnam Wood Apartments external siding and deteriorating bridges at Stack 7 and to upgrade site pathways supporting enhanced accessibility and amenities. Work is expected to start in Summer 2026 and to be completed during Fall 2026.
 - Project worth \$1.9M in design to support food service dining retail (Arntzen Hall) location upgrades to be performed in 2026 providing campus patronage enhanced dining experiences.
 - Study in progress by NAC-JLL to update Housing & Dining's Capital Plan in conjunction with Campus Master Planning efforts.

- Public Works / In-House construction - **in progress**:
 - Facilities Excellence projects worth \$1.1M at varying stages to provide essential residential building painting, resident accessibility / safety focused improvements, furniture upgrades, staff retention enhancements, and other public area amenities advancements.

- Public Works / In-House construction - **completed**:
 - Project worth \$0.4M completed to install network gear to replace obsolete units ultimately providing residents with faster, more reliable network services at Buchanan Towers, Edens Hall, Edens North, Higginson, Mathes, Nash, Fairhaven Academic. buildings. Work started in Fall 2024 and is expected to be completed in Summer 2025
 - Project worth \$1.1M completed to replace outdated fire alarm / mass notification system at Higginson.
 - Phase 3 project worth \$3.6M completed to replace Birnam Wood Apartments external siding and deteriorating bridges at Stacks 5 & 6.
 - Project worth \$0.2M completed to repair Viking Commons exterior stairway corrosion.
 - Phase 2 project worth \$2.5M (state funded) completed to repave / upgrade deteriorated Birnam Wood parking lot amenities.
 - Commercial food service equipment worth \$0.9M supporting dining halls replaced.
 - Projects worth \$0.6M completed to upgrade outdated fire alarm headend controls along with fire department dispatch reporting capabilities at residential communities in the North (5 buildings), Ridge (3 buildings), and South (22 buildings).
 - Projects worth \$0.7M completed to modernize Viking Commons elevators.

APPENDIX IV: DINING SERVICES

Meal Plan Enrollment			
	Peak 25-26	Peak 24-25	25-26 vs 24-25
Fall	4023	4236	-5.29%
Winter	3811	3978	-4.38%

- 112,343 more meals were served (extra 715 meals per day) this Fall 2025 and Winter 2026 vs. Fall 2024 and Winter 2025 with weekly meal plans and lower enrollment or extra 715 meals per day.
- Recharge Dining Dollar purchases are up 49% year over year (AYTD 2025-26: \$93,000 / AYTD 2024-25: \$63,000).
- King’s Hawaiian has replaced the Bok Choy location in Viking Union, offering smashburgers, chicken sandwiches, and milkshakes for expanded variety in retail.
- Expanded market hours at Buchanan Towers to align with student schedules and unit traffic.
- From Fall 2025 to date, 5,416 meal vouchers were provided to campus visitors including annual Latinos in Action conference.
- On track with Atrium/Starbucks renovation project.
- Dining services continue to see increasing satisfaction scores through Happy or Not machines stationed in each dining hall (AYTD 2025-26: 83 | AYTD 2024-25: 82).
- Dining services diverted 20 tons, or 98%, of kitchen waste from landfills by composting and recording all waste through Waste Not kitchen systems.
- Dining Services continue to provide food recovery items from campus markets that are soon to expire or soon to be wasted.
- Provided in-kind support for SEI graduate assistant position.
- Starting in Fall 2025, dining has hosted 21 cultural series events for the academic year and partnered with the centers to increase cultural engagement and awareness.
- Hosted 45 pop-up specials and dining hall engagement events so far, this academic year.
- 49% employees currently in dining services are students as of Winter 2026 (159 out of 326 total).
- Smoothie Lab closed for reinvention and analysis to introduce a new concept aligned with student preferences from Fall Voice to Vision survey and On Sight Insights winter focus groups.

APPENDIX V: RESIDENCE LIFE

Assessment Initiatives

- Benchworks Resident Assessment: University Residences (UR) launched their 2025-26 comprehensive benchmarking resident assessment with a resident survey in February 2026. This is UR's second year implementing this assessment, and Residence Life staff participation strategies resulted in a total of **1,000 resident responses** (26.4% response rate).

This spring, UR has access to new reports providing comparisons between the 2024-25 and 2025-26 assessment results. These comparisons give the UR team useful perspective on the impact of targeted efforts to improve resident satisfaction and learning and will assist UR and critical partners in continued improvement strategies. Highlights from the comparison reports include:

- In 2025-26 UR improved in all three major indicators: Overall satisfaction, overall learning, and overall program effectiveness.
- The indicator with the highest statistical mean of improvement was Overall Learning, showing Residence Life's targeted efforts this year to improve resident learning have been effective.
 - Specific learning factors with the most improvement: "Academic Success", "Diverse Interactions", and "Sense of Community".

Residence Life will continue to review assessment results this spring and summer and will use these results to inform department priorities, educational initiatives, and community building strategies.

- Annual Assessment Plan: During Fall 2025, Residence Life leadership began creating a comprehensive Residence Life annual assessment plan. Highlights of those efforts included:
 - Implementing a Student Employee Competency assessment (based on NACE Career Readiness Competencies);
 - Living Learning Community focus groups;
 - Benchworks Resident Assessment 2025-26 implementation; and,
 - The creation of a new Residence Life Assessment Committee, charged with creating a final draft of the Residence Life annual assessment plan and strategic review of assessment results.

Residential Education and Community Building Academic Success Initiatives:

This year Residence Life has strengthened its focus on resident academic success including:

- Developing new University Residences Initiative for Student Engagement (URISE) learning outcomes for Academic Success.
- Integrating new Academic Success requirements into RA and AA positions
- Expanding our partnership with AASAC, resulting in:
 - Increased campus-wide in-hall programming around academic advising and academic success strategies.
 - In-hall, drop-in advising opportunities in all residential communities.
- A new partnership between AASAC and the Inclusion Assistants program, which enabled Inclusion Assistants to provide targeted outreach to academically at-risk residents during fall and winter quarters.
- Academic Success Conversations: Student Campaign
 - After a successful pilot last year, Residence Life implemented a formal department-wide “Student Campaign” in Navigate360 for the Academic Success Conversation initiative.
 - This campaign structure enabled Residence Life to have consistent communication and tracking for efforts with all 407 residents placed on Academic Warning or Probation after Fall 2025.
 - For the first time since the initiative began, Residence Life has comprehensive metrics for appointments scheduled and attended, as well as summaries of those appointments.
 - This spring, Residence Life will be working with the Office of Institutional Effectiveness to help assess the impact of completed academic successful conversations on residents’ winter academic performance and retention to spring quarter.
- Living Learning Communities (LLCs): This fall, Residence Life began transitioning the former Affinity Housing Program into a comprehensive Living Learning Community program. The LLC program seeks to enhance residents’ social and academic experience by providing distinct community opportunities within the broader on-campus living environment. This transition has included the development of:
 - Specific goals and learning outcomes for each LLC;
 - LLC specific partnerships with WWU faculty and staff; and,
 - Exclusive programmatic offerings based on each specific LLC’s area of focus and goals.

Notable LLC accomplishments during Fall 2025 and Winter 2026 quarters include:

- Completion of a fully updated [LLC website](#)

- Creation of the LLC Committee, focused on the development and sustainment of the overall LLC program
 - LLC student focus groups were implemented to identify student priorities/needs
 - Community development plans created for each LLC in collaboration with the LLC's campus partners
 - A 2025-26 LLC Internship completed by a student for their Woodring College of Education Human Services Program Internship (140+ internship hours)
 - Creation of IndigiLivin - a new LLC (Fall 2026) focused on the identity and exploration of indigenous peoples
 - The resident-driven rename of Black Affinity Housing to Pamoja ("together" in Swahili) to reflect LLC needs and values
 - Collaboration with Black Student Coalition to sponsor the Black History Month field trip to see The WIZ in Winter 2026
- University Residences Initiative for Student Engagement (URISE): Between fall and winter quarters, residential student staff (RAs, AAs, IAs) completed 6,847 intentional conversations with residents. The average duration of all conversations was 30 minutes each and addressed topics such as transition to college, belonging, wellness, goals for academic and personal success, and how to get connected at Western. All conversations are focused on the following three URISE goals and targeted learning outcomes:
 - 1. Inclusive Community Building
 - Outcome 1.1: Students will be active participants in their communities
 - Outcome 1.2: Students will demonstrate respectful engagement across multiple different identities to increase collaborative community-building efforts
 - Outcome 1.3: Students will develop a shared responsibility for a positive living community
 - 2. Academic Success
 - Outcome 2.1: Students will set and reflect on personal academic goals, identifying strategies and resources that support their progress.
 - Outcome 2.2: Students will make positive changes in alignment with their goals
 - Outcome 2.3: Students will actively contribute to a community culture that supports academic success by engaging and upholding academically supportive norms.
 - 3. Personal Wellness
 - Outcome 3.1: Students will determine the level of support and environment they need to be successful
 - Outcome 3.2: Students will self-advocate for positive change

- Outcome 3.3: Students will develop skills to form healthy behaviors and relationships
- Residence Hall Association (RHA) and National Residence Hall Association (NRHH): Both RHA and NRHH had strong participation this fall, providing guidance and leadership to Residential Programming Boards and implementing multiple large-scale, campus-wide programs. Their engagement included advocacy for residents and their needs on campus, in areas such as dining and facilities. Highlights include:
 - NACURH Affiliation: For the first time since the COVID-19 pandemic, RHA/NRHH renewed their membership in the National Association of College and University Residence Halls (NACURH). NACURH membership gives RHA and NRHH leaders access to NACURH resources, training, professional development, and regular networking with RHA and NRHH chapters at other institutions (400+ institutional members in the US). Membership also gives RHA and NRHH voting rights and official representation in NACURH, ensuring that WWU resident perspectives and needs are represented within the national organization.
 - Student Survival Kit: New as of fall 2025, RHA has contracted with Student Survival Kit on a coupon book initiative for residents. This initiative, at zero cost to the university or residents, generated \$3,000 in funds for residential student initiatives and provides all residents with free coupon books for local businesses at the start of each quarter.

Residential Environment: Care and Student Conduct

- Care: During Fall 2025 and Winter 2026, the Residence Life team provided critical responses to residential students in crisis and strong support for residents experiencing critical issues impacting their personal and academic success. So far this year the average number of Care cases remains consistent with 2024-25 Care case average, and the top areas of concern remain consistent as well.

	Fall 2024 (comp.)	Fall 2025	Winter 2026
Total Care cases	336	361	272
Total individuals w/ Care cases	267	336	232
Common area of concern #1	Mental health (110)	Mental health (111)	Mental health (120)
Common area of concern #2	Living environment (73)	Living environment (69)	Living environment (50)

Common area of concern #3	Medical (59)	Medical (62)	Medical (39)
Common area of concern #4	Academic concern (29)	Affected party (33)	Academic concern (36)

Residence Life staff, especially the Care Specialists, continue to provide outreach and case management for all residents involved in residential Care cases from follow-up check-ins to creating action plans, and provide referrals and/or soft handoffs to critical campus and community resources.

- Student Conduct: Total fall case numbers continue to trend downward year over year (244 in fall 2023, 196 in fall 2024, and 167 in fall 2025). While alcohol and drug violations are consistently one of the more common violations documented on campus, case totals remain significantly lower than before the COVID-19 pandemic.

	Fall 2025	Winter 2026
Total conduct cases	167	149
Most common violation #1	Alcohol (29)	Drugs/cannabis (16)
Most common violation #2	Drugs/cannabis (22)	Alcohol (14)
Most common violation #3	Disruptive behavior (17)	Quiet Hours policy (13)

The reintroduction of eCheckup as a sanction for low-level alcohol and cannabis cases has improved completion rates of student alcohol/cannabis sanctions. While not necessarily a result of the sanctioning changes, there was notably a significant reduction in both alcohol and drug violations during winter quarter. Updates to the online Ethics Workshop sanction (which focuses on ethical decision making) have resulted in significant improvement to sanction completion, with a 91% completion rate for residential students for fall and winter quarters.

UNIVERSITY ADVANCEMENT

April 2026

FROM THE VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

University Advancement has maintained strong momentum into the new year, advancing key fundraising priorities while deepening engagement with alumni, donors, and the broader Western community.

Foundation Investment Performance

The Foundation for WWU and Alumni reports continued growth in total investment assets. For the first 6 months of the fiscal year, total assets under management increased by 6.7%, from \$179 million to \$191 million as of December 31, 2025. This reflects disciplined management, favorable market performance, and ongoing confidence in Western's direction.

Fundraising Progress

Fundraising Progress (\$27.5M Goal)

- \$14.2M raised YTD
- \$15M outstanding proposals

Notable Gifts

\$2M planned gift to honor donor's aunt by establishing the Helen Yates Endowed Chair in Speech, Language and Hearing Sciences in CHSS. Chair will become active upon receipt of the estate gift.

\$300K from anonymous donors to create new Western

Give Day is April 8th, 2026

Engagement Update

- The second annual "Western in the Desert" event was held Friday, March 13 in Palm Springs, with 38 alumni and supporters in attendance. The Mariners Spring Training game on March 15 had 140 attendees, twice as many as last year.
- The Scholarship Dinners will occur April 9 and 17 in Bellingham and April 23 in Seattle. The Viking Night dinner and auction to support Athletics will be held Thursday, May 7. Block Party will be held Saturday, May 16 and we are planning for 1,500 attendees.
- Alumni Award winners have been selected for the May 15 celebration:
 - **Alumni Achievement Award:** Dan Erickson '07
Screenwriter/Producer
 - **Alumni Distinguished Service Award:** David Swanson '72
Professor Emeritus, UC Riverside

- **Alumni Humanitarian Award:** Lee Whitaker '68
Methow Valley Land Donor
- **Outstanding Young Alumni:** Alison Luhrs '12
Narrative Director, Bungie
- **Family Recognition Award:** Nancy Hoff '66 and family

University Marketing & Communications Update

Admissions Marketing and Communications remained focused on yield during a critical decision period for prospective students. From February through March, Western delivered more than 1.75 million prospective student communications, achieving an average 60% open rate (above industry benchmarks) and a 3% click rate, indicating strong engagement during a critical enrollment decision period.

Advancement Marketing and Communications reached major milestones in preparation for Give Day 2026, completing core campaign emails, videos, and giving page updates that support participation across campus. Early engagement following We Love WWU Day generated more than \$21,000 in pledges from 185 donors, reflecting continued momentum in Western's annual giving efforts.

University Communications efforts sustained strong regional and national visibility for Western faculty expertise and institutional impact, with placements in outlets including Vox, Psychology Today, The Seattle Times, The Vancouver Sun, and other regional media, including a deluge of regional and national coverage of alumna Breezy Johnson as she won gold at Torino.

Digital Engagement and Visual Media Production completed Western's new campus tour video in both English and Spanish, replacing a significantly outdated version and providing prospective students and families with a current, accessible introduction to the university.

Web Communication Technologies - Progress included development of the new campus map, improvements to search visibility through BrightEdge, accessibility updates aligned with state requirements, and new or updated webpages supporting academic programs and student services. WebTech built a virtual We Love WWU Day 2026 webapp for students and alumni to express their appreciation. In collaboration with Western Libraries the migration of a vendor system, BePress, that hosted scholarly works was migrated to MABEL, **saving the library \$40,000 per year.**

University Communications and Marketing also supported longer-term work to strengthen enrollment pathways and coordination across the university, including transfer partnership development, improved alignment of student communications across units, and evaluation of K-12 outreach opportunities.

Western Washington University

Item Submitted to the Board of Trustees

TO: Members of the Board of Trustees

FROM: President Sabah Randhawa on behalf of Jaqueline Hughes, Chief Diversity Officer & Executive Director

DATE: April 10, 2026

PURPOSE: Information Item

SUBJECT: **Office of Equity Report**

Background Summary:

The Office of Equity (OE) continues to advance its strategic priorities in education, community, and capacity building to develop a campus environment grounded in dignity, respect, and shared accountability.

The office engages students and employees in a series of meaningful learning opportunities that build practical skills and deepen understanding. These opportunities include:

When Words Divide Conversation Series

The Office of Equity hosted a successful two-day *When Words Divide* conversation series on February 17–18, focused on strengthening communication across differences and equipping participants with practical tools for navigating conflict.

The sessions explored strategies to engage disagreement productively, deepen understanding of prejudice, bias, and discrimination, and foster trust in environments where individuals feel safe and heard. Led by cross-cultural communication expert Ralph Johnson of Michigan State University, the series emphasized approaching dialogue with curiosity and dignity, setting healthy boundaries, and recognizing that people may hold equally valid—though different—experiences.

Session Highlights Include:

Seeds of Change: Growing Connection Across Difference

Ralph Johnson facilitated this interactive workshop focused on the elements of human dignity as a practical tool to address conflict. Participants examined how curiosity, clarity, and intentional boundary-setting can transform challenging interactions.

Inclusive Communication

In this session, Johnson focused on cultivating environments where productive dialogue and

mutual respect can take root and grow. Participants explored how communication practices influence institutional climate and learned techniques to foster meaningful relationships in classrooms, offices, and student spaces.

Inclusive and Non-Violent Communication (Panel Discussion)

This panel discussion provided practical, real-world communication strategies for addressing bias and discrimination without escalating conflict. The conversation featured Ralph Johnson and WWU Associate Professor Adrian Villicana. Panelists explored how non-violent communication techniques can help individuals name harm, listen across differences, and remain engaged in difficult conversations.

Rescheduled Sessions

Two sessions were postponed and will be rescheduled for fall 2026:

- **Discrimination and the Law**

This session is designed to clarify the distinction between conduct that feels harmful and conduct that meets the legal definition of unlawful discrimination. The session will be facilitated by WWU's CRTC and Title IX Director Daniel Records-Galbraith.

- **Fairness vs. the Law: Navigating the Space Between**

This panel discussion will examine the tension between legal standards and personal or community expectations of fairness. Session will be facilitated by WWU's CRTC and Title IX Director Daniel Records-Galbraith.

Information Session and Q&A on Immigration Enforcement Procedures

On March 9th, the Office of Equity and the University Police Department hosted an Information Session and Q&A on the university's immigration enforcement policy (POL-U1000.13), Keep Washington Working Act, distinctions between public and private campus spaces, and Washington Know Your Rights.

The session emphasized helping students, staff, and faculty understand university policy, procedures, legal requirements, and appropriate responses if immigration enforcement should occur on campus, while reinforcing commitments to safety and security. A website specific to this topic was created in January 2025 and recently updated to reflect new information and answers to frequently asked questions. An additional online Immigration Information Session is scheduled for April 17th.

Ongoing Planning and Development

The Office of Equity is advancing a slate of programming and strategic initiatives for Spring Quarter and Academic Year 2026–27 focused on strengthening a campus culture of respect and constructive dialogue. This spring, offerings include workshops on understanding Antisemitism and Islamophobia and facilitated conversations designed to address misconceptions around prejudice, racism, and discrimination.

Looking ahead to AY 2026–27, the office will focus on capacity building through a variety of learning opportunities that combines education, dialogue, and capacity-building for students, faculty, and staff—prioritizing practical tools for civil discourse, deeper engagement with lived experiences, and partnerships across campus units. We are also exploring a Train the Trainer program that will broaden the reach of equity work on campus and move beyond awareness toward sustained culture change.

Attachments (NA)