

**WESTERN WASHINGTON UNIVERSITY  
BOARD OF TRUSTEES  
AGENDA**

**THURSDAY, December 10, 2015**

**Location: Old Main 340**

**Time: 3:00 p.m.**

1. **CALL TO ORDER**  
3:00 pm
  
2. **STRATEGIC DISCUSSION: TRANSITIONS AND WESTERN'S FUTURE, JOINT SESSION WITH FOUNDATION BOARD**  
3:00 – 4:30          Presentation: Karen Lee, Chair, Board of Trustees  
Dan Guy, President, Western Foundation Board
  
3. **EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110.**  
4:30 – 5:00

## **1. CALL TO ORDER**

# WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

**TO:** Members of the Board of Trustees

**FROM:** President Bruce Shepard

**DATE:** December 10, 2015

**SUBJECT:** **Strategic Discussion: Transitions and Western's Future**  
Joint Session with Foundation Board

**PURPOSE:** Discussion Item

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## **Purpose of Submittal:**

Members of the Board of Trustees and the Board of the WWU Foundation will discuss and provide feedback on the University's SCOT (Strengths, Challenges, Opportunities, Threats) analysis, recently updated for use in the Presidential Search. It is important for the two boards to comment on the specifics of the analysis in light of the transition in university leadership as well as the transition that follows a successful campaign. Among the questions to be considered are:

- What elements are most outwardly facing and thus critical for board members to consider?
- What elements are the most pressing matters for board members to reflect upon, given the nature of the transition of leadership and campaign?
- What elements could be added to the analysis, particularly from the perspective of our community connectors?



## WWU SCOT ANALYSIS 2015

Western Washington University begins the year 2015-16 in a strong position in many ways. However, as always, internal challenges to maintaining that position present themselves, as do opportunities to further strengthen that position and external threats to that position. This document will view those strengths, challenges, opportunities, and threats at a strategic level, with a view toward guiding the University's thinking concerning its strategic plan and any need to update that plan.

	STRENGTHS	CHALLENGES
INTERNAL	<ul style="list-style-type: none"> <li>• Passionate and well prepared people</li> <li>• Liberal Arts and Sciences Foundation</li> <li>• High Quality Disciplinary and Interdisciplinary Programs</li> <li>• Strategic Partnerships</li> <li>• Transparent, Efficient, High Integrity Processes</li> <li>• "Western Cares"</li> <li>• Reputation/Position</li> </ul>	<ul style="list-style-type: none"> <li>• Resources Adequate to Sustain Quality</li> <li>• Faculty, Staff, Student Diversity</li> <li>• Campus Climate</li> <li>• Living the Full Mission</li> <li>• General Education</li> <li>• Responding to Shifting Student Academic Demand</li> </ul>
	OPPORTUNITIES	THREATS
EXTERNAL	<ul style="list-style-type: none"> <li>• Presidential Transition</li> <li>• Living the Full Mission</li> <li>• Responding to Niche Needs</li> <li>• Resources</li> <li>• Meeting Needs of Washington for Baccalaureate Grads</li> <li>• Growing Regard for Western</li> <li>• Increasing Diversity of Washington</li> </ul>	<ul style="list-style-type: none"> <li>• Sustaining Selectivity</li> <li>• Competition</li> <li>• Affordability</li> </ul>

### STRENGTHS

- People: Western's primary strength is its people: faculty, staff, students, alumni, and supporters. As a knowledge-centered organization, it cannot function at a high level without such a strength.
  - Faculty: Western's faculty as a whole combines the passion for undergraduate education with a drive to conduct important research; in fact, many faculty see these

aspects of education as inextricably linked. Further, Western's faculty are committed to opening experiential opportunities for students, whether that be as research partners or as guides and mentors for students working in the community. Finally, Western's faculty are committed to helping students fulfill the tag line "Active Minds Changing Lives" by working closely with them to provide the knowledge, skills, and abilities students need to fulfill their world-changing dreams.

- Staff: Western's staff in all areas understand and embrace the University's academic mission and their role in supporting that mission. Whether their roles be student advising, facilities maintenance, advocacy with supporters and legislators, or the myriad others necessary to give students the best possible learning environment, staff through the University work with that goal in mind.
- Students: Western continues to attract quality students, and the student body is becoming increasingly diverse. These students, who come to Western to learn how to make a difference in society, attract the strong faculty who in turn attract strong students in a symbiotic relationship. Student diversity, an important element in a well-rounded education both in class and out of class, continues to increase, with all-time highs in the fall 2015 student body in the percentages of students of color (24.8%) and non-resident students (10.7%).
- Alumni: Western's alumni display a strong commitment to their alma mater. This commitment manifests itself in several aspects of alumni support, whether it be the hiring of graduates, speaking in classes, mentoring, networking, or financial support. Alumni play a crucial role in the success Western students attain.
- Supporters: An increasing number of successful people in the Puget Sound area and beyond support Western even if they are not alumni. These people are attracted to Western because of its orientation and philosophy of education, its faculty, and its students. As with alumni, they support Western in many ways and often provide a margin of excellence that otherwise could not be reached.
- The Liberal Arts and Sciences Foundation: Western's core values embrace the importance to all students of a strong educational base in the liberal arts and sciences. All colleges recognize the value of and support instruction in these base areas. Many of Western's most effective teachers, whether they be tenure-track or non-tenure-track faculty, concentrate their efforts in this area.
- Programs: Western's academic programs are well known for their strength in terms of preparing students for graduate-level education and challenging careers as leaders in their fields.
  - Discipline-based majors: In every college and in most departments, Western's major programs provide students with great preparation for their careers, whether those careers be in the public sector, the private sector, education, or the not-for-profit sector. Students graduating with these majors are highly sought after by organizations and graduate programs.
  - Interdisciplinary programs: Western is highly unusual among institutions of higher education in having faculty and students who embrace the crossing of disciplinary lines. This is most obvious in two intentionally interdisciplinary colleges—Fairhaven College of Interdisciplinary Studies and Huxley College of the Environment. However, increasingly Western faculty are taking advantage of the freedom to explore such programs to work with colleagues from multiple colleges in subjects that leak outside the disciplinary silos.

Western has committed to supporting such efforts with faculty governance and administrative infrastructure.

- Partnerships: Western understands it is embedded in multiple societies, both geographic and professional. It reaches out to partner with individuals and organizations in these societies to enhance its ability not only to fulfill its mission but to play its role as a publicly purposed institution.
  - Western helped form the Northwest Higher Education Coalition, which includes several community and technical colleges and the Northwest Indian College, to help its members be both more efficient and more effective in providing education and educational services to their students. The coalition has had success in collaborating on such initiatives as service to veterans.
  - Western is a leader in working with other educational institutions along the entire P-20 spectrum. Curricular programs operated through Woodring College of Education and others, outreach programs such as Compass2Campus, and Western's partnerships with community colleges in the Puget Sound region and the Kitsap and Olympic peninsulas all help Western and its partner institutions further access to higher education.
  - Western is committed to effective partnerships with institutions of higher education from other countries. Exploration of these partnerships has accelerated. Infrastructure is being built to ensure that Western's faculty and students have the opportunities they need to gain a global perspective, whether through travel abroad or through interactions with exchange and other partners on Western's campus.
  - Western works closely with organizations in the Bellingham community and throughout Puget Sound in areas such as economic development and the ongoing development of the Bellingham waterfront. This is another area in which Western has invested in infrastructure to be more effective in forming and sustaining these partnerships.
- Processes: Western has worked hard in several areas to institute processes that enable efficient work and effective participation in University decisions.
  - Western instituted, over the last seven years, processes and bodies that help to ensure the reality of shared governance matches its promise. These include transparent and bottom-up capital planning and budgeting processes that intentionally seek input throughout from the campus community, as well as the University Planning and Resource Council that brings together representatives of all University stakeholders.
  - Western has conducted and continues to conduct various analyses to help streamline processes throughout campus. Further, it has instituted a process by which initiatives to increase functionality and ease of use of its Banner ERP software can be proposed and implemented.
  - Western is an innovative campus, one that works hard to be understanding of and adopting best practices, and even to be in the forefront of movements that allow institutions of higher education to be more efficient and effective.
  - Western has strong systems of accountability at all levels, for faculty, staff, and student behaviors and performance.
- Values: Summarized by the long-time phrase, "Western Cares," Western has a strong commitment to taking care: of each other, the communities we are privileged to call home, the state we are here to serve, the mission we are proud to serve.

- We do not duck engagement in and pursuit of innovative initiatives to address such challenges as mental health, suicide, and sexual assault.
- We are proudly a Community Engagement Classified Institution as selected by the Carnegie Foundation for the Advancement of Teaching; Western is one of two public institutions in the state to receive this honor.
- We are, quite literally, change makers and recognized as such: Western is recognized as a Changemaker Campus by Ashoka U, one of 33 such campuses in the world and the only one in Washington.
- Western shows its commitment to sustainability through initiatives in many areas. Students lead many of these initiatives, as do staff and faculty within and across multiple divisions at the University.
- Western has a strong belief in engagement with students and employees of all types, such as in the structure of the President's Cabinet and the University Planning and Resources Council.
- Western commits itself to a vibrant culture of student and employee health and safety. The Wade King Student Recreation Center and the Employee Wellness Program foster stakeholder health, and University Police and Environmental Health and Safety work to keep the workplace and study place as safe and conducive to good health as possible.
- Western holds diversity of faculty and staff as a core value. In pursuit of that diversity, the University has committed funds designed to hire and retain faculty and staff from underrepresented groups, including bridge funding for opportunity hires that will increase the University's commitment to diversity.
- Reputation/Position: Western as a university, and individual programs, carry strong reputations locally, regionally, and nationally. These well-earned reputations open doors to Western faculty, students, and staff; they also attract the interest of prospective faculty, students, staff, and supporters. In a virtuous circle, Western's strengths—along with its consistent communication about those strengths and Western's mission—build its reputation, attracting people of quality, who then help Western's strengths become even stronger.

## CHALLENGES

- Resources: Western made the intentional choice during the recent recession and resultant budget cuts to protect its core academic function of teaching, and continued student access to that teaching, as much as possible; it then, as the economy recovered, made the choice to increase faculty resources through the hiring of tenure-track faculty in the last few years. This decision has had positive consequences, as the quality of its programs has been maintained and enhanced. However, the decision's side effects in two areas mean the University has two distinct challenges related to resources. Other resource-related challenges also exist.
  - Staffing: Most if not all areas of the University are operating with as lean a staff as possible. In some cases it is likely that staffing levels are not sufficient for performance to be sustainably high. Some staff are attempting to perform, in addition to their own jobs, functions that previously were assigned to staff positions that no longer exist. These issues have effects on performance that may be exacerbated by lowering morale among staff. Classified staff increasingly feel marginalized at the University. The lack of staff affects important student metrics such as retention rates and time to degree; more

important, it affects the lives of the students Western pledges to serve as well as the faculty and staff who are serving those students.

- Operating dollars: The need to maintain access has caused some academic units to shift funds from operating dollars (those covering goods and services, travel, equipment, and other non-personnel expenses) to personnel, in particular faculty expenses. It also has caused the other divisions on campus to give up resources to Academic Affairs. To make up for these cuts, divisions have used creative ways to fund operations, but there are limits to that creativity.
- Workforce maintenance: Besides the workforce challenges mentioned under staffing, in all areas the workforce is aging. Over the next several years, as the large number of faculty and staff in the Baby Boom generation retire, their expertise, experience, and institutional knowledge will be taken with them. Because resources are lacking, many, particularly in staff positions, cannot receive training that would help managers and administrators engage in professional development of younger staff as part of succession planning. Departments will face the possibility of changes in departmental, college, or even university culture with the replacement of Baby Boom-aged faculty and staff by their younger successors.
- Infrastructure: Western has many relatively recently constructed buildings. However, many are older and in need of substantial maintenance and upgrade work. To the extent this work is deferred, programmatic needs may not be met and basic building performance may be compromised. Technology infrastructure also is in need of support as investments have not kept up with needs.
- Diversity: Western's commitment to diversity in its faculty, staff, and student body is strong. However, challenges do exist in this area.
  - Demographics: although Western continues to increase its numbers of faculty, staff, and students from underrepresented groups, that progress has reached neither the level nor the velocity desired. Competition for faculty, staff, and students from underrepresented groups is strong. This factor is likely to become stronger, at least in terms of students, as the trend of underrepresented groups forming an increasingly high percentage of high school graduates continues.
  - Climate: Western views itself and is viewed for the most part as a welcoming community. However, perceptions of the climate reported by faculty, staff, and students from underrepresented groups are not as positive as is desired. The reputational effect may very well contribute to difficulty in attracting people from underrepresented groups, and the perceptions may contribute to difficulty in retention.
- Campus Climate: Surveys of students, faculty, and staff document that Western's campus climate, as experienced by women, ethnic and racial minorities, and LGBTQ colleagues is quite different from the experiences of dominant groups. These are normed surveys and show that we are similar to our institutional peers. Average is not good enough for Western. We have recognized this is a serious institutional challenge, one the campus is coming together to attempt to address.
- Living the Full Mission: Generally Western's mission and strategic plan are clear and embraced by the faculty and staff. In a sentence, that strategic vision is to apply Western's considerable strengths to meeting the critical needs of the state of Washington and beyond. Western



traditionally has lived that strategic vision by focusing upon campus-based, residential Washington undergraduates selectively admitted. This has provided great focus but left fulfillment of the strategic mission incomplete in the areas of graduate programs, extended education, transfer programs, and international education. Beginning seven years ago, questions were posed, listening sessions undertaken, white papers written, leaders recruited to key positions, and structures reorganized. There have been any number of successful initiatives as a result. But there also have been concerns from those who fear abandonment of the more traditional set of commitments. Consequently, we list “Living the Full Mission” as both an internal challenge and, looking to the world coming at us, as an external opportunity.

- **General Education:** As mentioned previously, the liberal arts and sciences are the core of all Western education. The nature of that core, as embodied in the General Education Requirements, is in question. Students historically have not seen the value of Western’s general education program until well after graduation; instead, they see it as a series of check boxes to fill out. Multiple attempts to revise either the program or its narrative have not materially improved student perception, and satisfaction with the general education program continues to be markedly lower than that with other aspects of the Western experience.
- **Student Demand:** As with many four-year higher education institutions, Western has some difficulty in responding quickly to shifting trends in student enrollment. It must find the balance between flexibility and stability, and it must detect the difference between a true trend and a one-time event. Such a true trend, evident over the last several years, is a shift in demand toward the sciences. Western’s challenge is to maintain a high level of access to accommodate that shift in the current or any future model of allocation of resources.

## OPPORTUNITIES

- **Presidential Transition:** During 2015-16, Western will be seeking its next president. There is the opportunity, in so doing, to engage thoughtfully as a campus community in discussion of what, given something like this SCOT analysis of internal and external factors, logically then emerge as strategies that Western needs to adopt going forward.
- **Outreach:** Western’s strong reputation, built on the strengths described above, allows it to work externally with individuals and groups that can enhance the quality of its education. There is a wide variety of such individuals and groups covering all sectors of society. Many are highly interested in working with Western in ways that involve and help students.
  - **P-12 Schools:** Public schools are going through demographic and other changes. Their knowledge of Western through existing successful programs such as Woodring College, SMATE, and Compass2Campus (as examples) provide Western with the chance to extend these and other programs further into Washington’s schools. Western can thus help the schools prepare students for college, benefitting the community with the likely side effect that many of those students will be interested in attending Western.
  - **Higher education:** Western’s leadership in the Northwest Higher Education Coalition gives it a forum from which to help shape and indeed model the collaboration among all types of higher-education institutions in the region. Additionally, Western administrators have taken on leadership roles in statewide organizations, including the

Council of Presidents. These forums allow Western to promote its values statewide and to influence the conversation about higher education in Washington.

- Community: Western is increasingly recognized as an important element in the development of the Bellingham/Whatcom County community. For example, Western has been and will continue to be an important participant in conversations about the future of the Bellingham Waterfront. This participation allows Western to have a measurable impact on any development and possibly locate programs that will expand student and faculty opportunities within the community. Western also took the lead in a planning process funded by a grant for emergency planning with other county institutions and has worked with Whatcom Community College and Bellingham Technical College to develop a joint position in this area. With increased permanent presence in Seattle and Everett and on the Kitsap Peninsula, Western also has the opportunity to play important and similar roles along both sides of Puget Sound.
- Economic development: Western units have played important roles in economic development in Whatcom County for many years. However, Western now is looked to as a leader in conversations about economic development. Further, Western's interest in partnerships off campus has encouraged community organizations, particularly those that promote innovation and entrepreneurship, to desire partnerships with Western and access to Western expertise and creative thinking. These types of partnership can give students and faculty experience and entrepreneurial opportunities.
- Private and NGO sectors: Western's students have become increasingly involved in experiential learning, with positive results for the organizations with which they have worked. This creates continuing opportunities to expand experiential learning programs, be they internships, class projects, service learning, or co-curricular programs run through student clubs or other organizations.
- Through our Extended Education programs, we have a presence in many communities. These are highly regarded locally, and Western's success has led to any number of invitations to expand the size, scope, and nature of such efforts.
- International: Western's growing reputation opens doors abroad to possibilities for student and faculty exchange, faculty-led study abroad experiences, and perhaps even joint degree offerings. All of these possibilities would strengthen Western's internationalization efforts.
- Donors: Western's Foundation has had success in its comprehensive campaign. However, further opportunities exist as more alumni of financial means are discovered and Western's programs and philosophy appeal increasingly to non-alumni of means.
- Responding to Niche Needs: Western has many strong programs that fill niches in their fields, defined as areas of specialization outside the usual practice—programs that specialize in preparing students for graduate school, programs that educate students to fill particular slots in a field or an industry. Two further possibilities are available:
  - Interdisciplinary programs: Organizations in all sectors look increasingly for their leaders to people who can see multiple perspectives, a skill that is intentionally and naturally developed through interdisciplinary education. Western's development of successful interdisciplinary programs, and the interest and capability of its faculty to work across disciplines, could give students the chance they would like to have. It is beyond this

analysis to suggest specific areas or structures, but multiples of each are possible. Many more such opportunities, importantly including those off of our campus, are emerging.

- International: Groups both internal and external to Western have reported on the University's opportunities in this area, and infrastructure is being built to take advantage of the identified opportunities. Further investments could allow goals identified in the reports to be reached more quickly.
- Meeting State Needs for Washington Baccalaureate Grads: Washington ranks 48<sup>th</sup> in the size of the pipeline it supports to public baccalaureate education. Yet the state has a knowledge-based economy. Western has been responsive; for example, it has responded aggressively to shifting student interest in the sciences. But, with expanded state support, we have the capacity to also grow the pipeline, and do so in a way that continues to highlight the advantages of a Western, liberal arts-and-sciences based education. If Western can find the right balances, it could not only better meet the needs of students and employers, but contribute substantially to the well-being of the state by educating students who will become leaders in their fields.
- Growing Regard for Western: The Washington State Legislature increasingly understands the role of higher education in the state, in multiple areas including economic development and strengthening society. More specifically, the Legislature has recognized Western's high quality in several ways and also has funded several Western initiatives. Western has an opportunity to build on that support in seeking additional funding. This offers further opportunities to gain funds to live Western's vision of applying our strengths to critical state needs.
- The Importance of Higher Education: Higher education is among many critical needs in Washington, yet tangible evidence that public higher education has a high priority in the executive branch of state government is hard to find. This provides Western with an opportunity—indeed, the necessity—to continue to seek to meaningfully engage and educate the state's executive leadership.
- Diversity: The increasing racial and ethnic diversity enriching our state offers enormous opportunities for Western to live its mission as a proudly public university. We meet a critical state need but, in so doing, we also enhance the quality of the education of *every* Western student whatever their background.

## THREATS

- State Fiscal Capacity: The state's fiscal structure is designed for an economy that no longer exists. Unless there is the will to fix the tax structure, improvements in the state's economy do not produce corresponding revenue increases. On the expenditure side, states are facing major budget impacts as the federal government shifts various obligations to the state level. Additionally and specific to our state, the need to comply with the State Supreme Court directive to significantly increase funding for K-12 education continues to place an additional major burden on the already broken and overburdened revenue structure. Most of the state's budget is protected from significant cuts because of constitutional, political, or statutory considerations. Cuts thus will have to come from the remaining minority portion of the budget; most of the money in that portion is in the social services and higher education sectors. Higher education, historically and in the current political configuration of the legislature, largely loses in that competition. The state, in cutting tuition rates for the 2015-17 biennium and then linking tuition increases to the state's median income, has limited Western's ability to grow its own

revenue; its reinvestment in higher education to mitigate the tuition reduction will continue to be threatened by the factors mentioned previously.

- **2017-19 Budget Prospects:** It is quite likely that the additional state K-13 funding challenge recently reemphasized by the State Supreme Court will be pushed by the legislature past the November 2016 election and so into the 2017-19 biennium. The already fundamentally inadequate approach to public revenues used in Washington will therefore be further challenged, with the price in the billions of dollars. Consequently, it is most likely that any 2017-19 WWU budgetary requests will need to be highly strategic, have strong political legs, and be modest in size.
- **Sustaining Selectivity:** The number of graduates from Washington's high schools has declined from its peak a few years ago. It will not reach the peak level again for several years. In combination with the changed competitive environment (see below), this could push either the number or the quality of Western students (quality as measured by Admissions Index scores) down from their current levels. If demographic trends continue that show a higher percentage of high school graduates coming from groups that have historically had low college-attendance rates, it is possible that the actual number of high school graduates interested in attending four-year universities will decline further than the overall number of high school graduates.
- **Competition:** Several aspects of the competitive environment are changing. Some changes are in response to the demographic trends mentioned above, and some are in response to resource constraints arising from the recent recession. Most of these trends are linked to maintaining or increasing enrollment and tuition dollars. Other aspects of the competitive environment are changing due to other trends, including technology and private support.
  - **In-state students:** Four-year institutions, noting the demographic trends mentioned previously, have begun to offer greater incentives of different types for high-potential students to enroll at their institutions.
  - **Out-of-state and international students:** These populations have become increasingly attractive for several reasons, academic, fiscal, and cultural. For students within the United States, the competitive pressure is compounded: each institution is recruiting out of state, so institutions are competing with each other in multiple geographic markets, each trying to retain its own in-state students and poach the other institution's in-state students. The international population faces similar pressures, although because of the continued prestige of a U.S.-based degree, the pressures are somewhat less.
  - **Technology:** Developments in technology, particularly information technology and access, allow the opportunities to gain an education to multiply. These, as currently deployed, do not threaten the educational role Western fulfills. But, will that continue to be the case?
- **Campus Safety:** University campuses across the country have seen an increased number of violent incidents. As well, natural disasters have increasingly hit campuses. Western is in an area prone to earthquakes and threatened by tsunamis; as with all organizations, it is in danger of suffering through acts of violence from multiple sources. As a repository of information, much of it personal in nature, Western also is vulnerable to cyberattack.



# PRESIDENTIAL LEADERSHIP PROFILE

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*Active Minds Changing Lives*

An aerial photograph of the Western Washington University campus, showing various buildings, green spaces, and a large forested area. The campus is situated near a body of water, with mountains visible in the background.

[WWW.EDU](http://www.wvu.edu)



# The OPPORTUNITY

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The Board of Trustees of Western Washington University is inviting nominations and applications as it seeks a visionary and courageous leader as the next President of Western Washington University. The University is interested in applicants with a passion for promoting the essential contributions of Western and public higher education to the economic health, well-being, and sustainability of the local community, the State of Washington and beyond.

Western provides an active student-centered learning environment with a liberal arts and sciences foundation and robust co-curricular, internship, research, creative, and service learning opportunities. There is a widely shared vision that Western will be a higher education leader in a culturally responsive 21st century learning environment, applying its critical strengths to societal issues as well as creating a welcoming community for a diversity of people, ideas, and programs. To that end, Western has embraced a style that is collegial, transparent, and timely in its engagement and communication with on- and off-campus stakeholders.

Western, which first opened its doors in 1899, is the highest-ranking public, master's-granting university

in the Pacific Northwest and No. 2 in the West, according to U.S. News & World Report college rankings. Kiplinger's ranks Western among the top 100 public colleges and universities in the nation that offer the best quality and affordability. U.S. News and World Report has named Western one of the most cost-efficient in the country among highly-ranked universities and for several years in a row the Chronicle of Higher Education has recognized Western as a "Great Place to Work." Western is particularly proud of its position as a leader in multidisciplinary environmental education and sustainable campus operations.

Western is not only committed to the academic growth of its students, but to empowering them to be engaged



Western's campus as seen from Bellingham Bay

and active agents of positive change in the world. To that end Western is ranked first in the nation among medium-sized universities for Peace Corps participation, was first in the nation in 2014 among public, masters-granting institutions for the number of its graduates awarded Fulbright Fellowships, and has been classified for five years as a Carnegie Community Engagement University. Western has been designated a “Military Friendly School,” for the sixth consecutive year by G.I. Jobs Magazine.

Western’s national recognition for academic excellence, efficiency, value, and service is underscored by benchmarked assessment of student learning. In its most recent ratings, the Survey of Earned Doctorates (SED) ranked Western 13th (top two percent nationally) among all masters-granting institutions, public or private, for the number of its undergraduates who went on to earn a research doctorate in the past decade.

Western Washington University is located in Bellingham, Washington, a city of 83,580 people that is located between Seattle, Washington and Vancouver, British Columbia, nestled in the foothills of the Cascade Mountains and adjacent to the beautiful San Juan Islands. With an enrollment of more than 15,000 students at the Bellingham campus and seven other Puget Sound locations, Western is the third largest university in the state. The main campus is located on 212 scenic acres perched on a hillside overlooking Bellingham Bay.

## THE POSITION

The President, as chief executive officer of the University, reports directly to an independent governing Board of Trustees appointed by the Governor of the State of Washington. The President has broadly delegated authority for the internal and external affairs of the University including serving as the principal administrative officer with general supervision of all operations and programs of the institution. The President should be an experienced executive with a distinguished record of teaching and scholarship, community engagement, inspirational leadership, and service.



The President is accountable to the Board of Trustees for advancing the University’s mission and strategic priorities through effective listening, shared governance, and a consultative management style. In addition, as chief executive officer, the President’s responsibilities include:

- Ensuring that Western is committed to providing affordable access to excellent educational opportunities;
- Advancing Western’s commitment to increase equity, inclusion and diversity in terms of race, ethnicity, religion, national origin, sexual orientation, gender identity or expression, disAbility, age, veteran status, or financial background;
- Building and sustaining healthy relationships with the Board of Trustees, students, staff, faculty, alumni, and their respective representative bodies;
- Expanding Western’s partnership and collaboration locally, statewide, nationally, and internationally to achieve strategic objectives;
- Capital and human resource development needed to fulfill Western’s mission and vision;
- Promoting Western’s reputation nationally and globally;
- Advancing Western’s reputation for excellence in sustainability, environmental education and sustainable operations.

## LEADERSHIP EXPECTATIONS

- Engage the campus in developing a mid- and long-term vision for the future of the University, including how to better recruit, retain, and serve diverse students, faculty and staff, and the role of Western's programs in serving non-traditional students;
- Increase Western's reputation for excellence in liberal arts and sciences, professional programs, and graduate studies, including the promotion of scholarly and creative works of significance, particularly those that engage students;
- Model active leadership in the development, implementation, maintenance, and advancement of diversity, equity and inclusion initiatives for faculty, staff, students, and programs;
- Advance the interests of the University and public higher education with key governmental, public, private, and nonprofit sectors to build commitment and financial support;
- Build on Western's commitment to sustainability and community service to produce socially responsible graduates prepared for regional, national, and global job markets;
- Strengthen partnerships in the community to increase opportunities for students and faculty to participate in civic engagement, internships, and service learning;
- Willingness to personally engage with students frequently and in multiple venues to develop meaningful relationships with students and enhance their educational experiences.

## MANAGEMENT EXPECTATIONS

- Promote shared governance, shared responsibility, and collaboration among all members of the Western community;
- Ensure that the use and application of technology supports the 21st century teaching and learning experience, and advances the overall academic and management operations of the University at all of its locations;

- Advance Western's transparent and inclusive "bottom up" planning and budgeting process;
- Effectively set clear priorities, delegate to and hold accountable a strong collaborative leadership team;
- Oversee the negotiation and administration of union contracts and maintain healthy relations with all employee groups.

## RESOURCE DEVELOPMENT EXPECTATIONS

- Further develop multiple sources of funding beyond state appropriations to address Western's needs and ability to provide high quality, affordable higher education;
- Take an active role and personally engage in the institutional advancement activities of the Western Foundation;
- Enhance relationships with local and regional governmental and educational institutions to collaborate on significant initiatives.



### **Students working on their Smart Solar Window project**

Research experiences typically available only to graduate students at other institutions are a hallmark of the "Western Experience."



# Presidential Leadership CHALLENGES, OPPORTUNITIES, AND EXPECTATIONS

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Contemporary higher education requires visionary, agile leaders with engaging communication skills and outstanding management and resource development abilities. While many of the day-to-day responsibilities may be appropriately delegated to campus leaders, the institutional vision, direction and culture are set by the President and implemented through the strategic planning and budgeting processes of the campus. Western Washington's most recent planning activities as well as a recently completed draft Strengths, Challenges, Opportunities and Threats (SCOT) Analysis, which will be the basis for university planning in 2015-2016 may be viewed at <http://www.wvu.edu/provost/planning/index.shtml>. Special attention should also be directed to the items that follow.

## LEADERSHIP AND VISION

### Vision

The mission of Western Washington University is to serve the needs of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives into an inclusive, student-centered university that develops the potential of learners and the well-being of communities. The next President will be expected to join with the Board of Trustees, faculty, staff, and students to lead with creativity, courage, humility and transparency to further define and implement the realization of this mission over the next decade.

Western is a values-driven university. The core values that support our mission include: academic excellence, student-centered learning,



Old Main was the only building on campus when Western opened its doors in 1899 as the New Whatcom Normal School

diversity, equity, and inclusion, promoting caring communities, community service, global citizenship, environmental stewardship and a collaborative and innovative spirit.

Western's President will provide leadership on how to steward, advance and further integrate the mission and core values in a personalized teaching and learning environment.

## Equity, Inclusion and Diversity

Western is actively committed to equity, inclusion and diversity as imperative guiding principles calling for authentic engagement. While we have made meaningful progress, it is clear that much more work is ahead. There are deep commitments and great enthusiasm across all stakeholders to purposefully engage in this work.

Western views itself as a welcoming community. Perceptions reported by faculty, staff, and students from underrepresented groups indicate that there is room for improvement. Recent surveys indicate that Western's campus climate, as experienced by women, ethnic and racial minorities, and LGBTQ colleagues is quite different from the experiences of dominant groups. We recognize that these few surveys are far from an all-encompassing assessment of the climate. The results of the surveys we have done provide enough data to suggest that this reputational effect may very well contribute to difficulty in recruiting, advancing, and retaining people from underrepresented groups. Creating an authentically inclusive climate that is infused throughout all operations of the institution is imperative. Personal commitment and robust support for equity, inclusion and diversity must continue to be articulated by University leadership.

## Changing Demographics, Potential Growth and Enrollment Planning

The next President of Western must lead the campus in developing and implementing a vision for the future size, location and potential growth of the University, and its responsiveness to the state's evolving social, economic and demographic needs.



**Changing Demography:** The increasing racial and ethnic diversity that enriches our state offers enormous opportunities for Western to live its mission as a proudly public university. Western will develop a comprehensive strategy on how to best recruit, retain, serve and graduate a more diverse and non-traditional student population, and increase its numbers of faculty and staff from underrepresented groups.

**Changing Economy:** Income inequality, and its tendency to become institutionalized and generation spanning, represents another opportunity for Western to deliver on its mission as a proudly public university by engaging public, private, community and legislative avenues to expand accessibility, affordability, and student success.

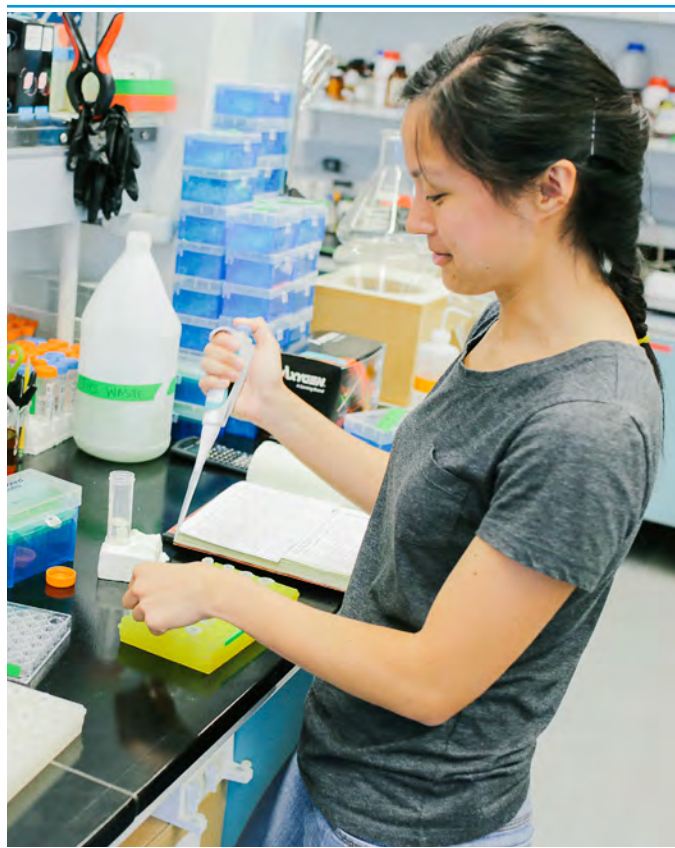
**Sustaining Enrollment and Selectivity:** While the number of graduates from Washington's high schools has declined from its peak several years ago, and is projected to remain relatively flat. If, as projected, demographic trends show a higher percentage of high school graduates coming from groups that have historically had low college-



attendance rates, it is possible that the actual number of high school graduates interested in attending four-year universities will decline further than the overall number of high school graduates. The same trends, combined with resource constraints from the recession have also made competition for “high bar” students, in-state, out-of-state, and internationally, much more intense. A comprehensive enrollment strategy will determine how Western provides access to high quality programs.

### State Demands for Baccalaureate Degrees:

Despite its knowledge-based economy, Washington ranks 48th nationally in the size of the pipeline leading to public baccalaureate education. With expanded state support and through its strong partnerships with P-20 partners around the state, Western has the capacity to expand the pipeline in a way that highlights our strengths in liberal arts and sciences education. To that end, Western will continue to work on behalf of Washington’s citizens to develop and deliver the highest quality, publicly accessible higher education opportunities not only in Bellingham, but throughout the greater Puget Sound region.



## Promote and Build Upon Western’s Distinctive Excellence

Western as a university, and its individual programs, carry increasingly strong reputations locally, regionally, and nationally. These well-earned reputations open doors to Western faculty, students, and staff; they also attract the commitment, investment, support and good will of government officials, community, and the private sector throughout the region. The President will help to define and communicate the many distinctive strengths of Western. Those include the following:

- A growing national reputation as the premier public comprehensive university in the Pacific Northwest with an outstanding faculty, staff, and administration, and a diverse and talented student body;
- National recognition for its commitment to student-faculty collaboration and the high degree of attention students receive from faculty;
- A commitment to teaching evidenced by the vast majority (98 percent) of classes being taught by professors, with an emphasis on small, upper-level classes with one-on-one mentorship and active involvement of students in research and service;
- Western’s niche in high quality undergraduate education that provides an integrated curricular and co-curricular program with focus on social justice, leadership, service to the community, civic engagement and wellness;
- Multiple strengths in professional and pre-professional departments, including the Woodring College of Education, the College of Business and Economics, the College of Science and Engineering, pre-health sciences, behavioral neuroscience, vehicle research and design, marine and environmental science, performance excellence in theatre and music, and self-designed programs in the Fairhaven College of Interdisciplinary studies;
- Advancing Western’s commitment to student-centered academic excellence through Extended Education at multiple locations in the Puget Sound region, which fulfills Western’s mission to serve the needs of the people of the State and builds broad-based support for the University;

- A strong partnership with local public school districts where Western students provide mentoring support to students (starting in 5th grade) who would not normally consider higher education an option. The “Compass 2 Campus” program has been replicated across the state and has received national recognition;
- An exciting opportunity to expand Western’s footprint in the community as a partner in Bellingham’s Waterfront redevelopment initiative.
- Western’s attractive campus in Bellingham is nestled in the foothills of the Cascade Mountains between Seattle and Vancouver, providing opportunities for developing relationships with Canada and throughout the Pacific Rim;
- A strong commitment to service during and after graduation. In 2015, Western was selected to join the Ashoka U Changemaker Campus consortium, joining global leaders in sustainability, social entrepreneurship and service-learning in higher education. In 2015, Western ranked first in the nation among medium-sized universities for Peace Corps participation for the third straight year;
- Nationally recognized leadership in environmental education and sustainable campus operations, purchasing 100 percent renewable energy and actively working toward campus carbon neutrality.

## Strengthen and Integrate Liberal Arts and Sciences Core

Foundational to the distinctive “Western Experience” for students is a core academic commitment to the liberal arts and sciences along with opportunities to enter the professions. This distinctive experience is achieved through a highly personalized environment that affords students unusually strong research and experiential learning opportunities for a public comprehensive university. Students collaborate with faculty on high-quality research and creative endeavors. Western is also highly unusual among institutions of higher education in attracting faculty and students who embrace the crossing of disciplinary lines. Increasingly, Western faculty are optimizing the



Western’s award-winning [Compass 2 Campus](#) mentoring program brings 1,000 5th grade students to campus every year

opportunities to work with colleagues from multiple colleges in subjects outside disciplinary silos.

Discussions with employers in the state confirm that Western graduates are highly sought after, not only for their professional skills, but also for the critical thinking skills, applied knowledge, and broader perspective that result from their liberal arts and sciences background. This is a direct outcome of Western’s focus, not just on specific professional skills, but also on the student as an educated and engaged citizen of the world.

While Western’s overall state funding has been cut by more than 50 percent over the past seven years, the legislature has made selective investments at Western in STEM education, Engineering, Computer Science, and cybersecurity, as well as professional programs. These investments in specific areas of professional need for the state will likely continue to drive enrollment at Western. However, Western is committed to maintaining the competitive advantage Western students enjoy due to a strong liberal arts and science core.



## Living Western's Full Mission in the State and in the Region

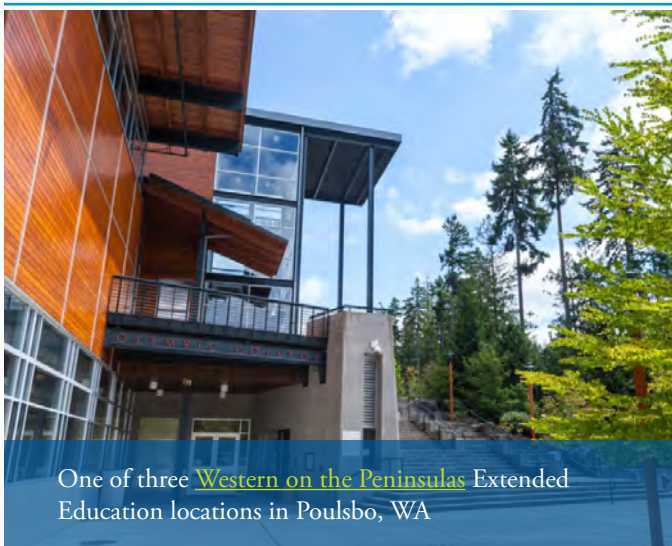
For most of its history, Western has lived its mission of applying its strengths to meet the critical needs of the state by focusing upon campus-based, residential Washington undergraduates selectively admitted. In responding to the growing need of those historically underserved by traditional higher education in Washington State, Western has established Extended Education programs at seven sites in the Puget Sound region. The University has been working on globalizing its curriculum, bolstering graduate education through Extended Education, and making the Western experience more accessible to students outside the Bellingham community. The next President will need to engage the faculty, staff, students and administrators from all sites in how best to support and integrate these programs into living the full mission of the University.



## Student Experience

Western's students are active and engaged in many issues involving social justice, environmental protection, and the well-being of the campus and community. This activist culture is present not only in the Associated Students governing body, but is also evident in student involvement in over 200 student-run organizations on campus. Examples of student-led initiatives include banning the sale of bottled water on campus and the creation of a green energy fee to fund sustainability efforts. The lack of a Greek system at Western leads students, both undergraduate and graduate, to be actively involved in these on-campus clubs and with organizations in the surrounding communities. The liberal arts and sciences curriculum at Western promotes this activist spirit, and the President has an important responsibility of engaging with students in their efforts and encouraging their participation in bettering the Western community.

Western's educational experience is highly experiential, with a strong foundation in student/faculty collaboration. Many students are involved in research with Western professors or service-learning initiatives alongside faculty. The liberal arts and sciences core allows students to be exposed to a broad spectrum of topics, and because of this, Western graduates greatly contribute to the success of the state's economy as they enter the workforce. Western's reputation of academic excellence is present not only on the Bellingham campus, but extends to WWU's multiple campuses in the Puget Sound region.



One of three [Western on the Peninsulas](#) Extended Education locations in Poulsbo, WA

### Western is conveniently located throughout the Puget Sound and online

- Anacortes
- Bellingham
- Bremerton
- Everett
- Port Angeles
- Poulsbo
- Seattle
- Tacoma
- WesternOnline

## EXECUTIVE EXPECTATIONS

### Continue and Strengthen Organizational Best Practices

Western has worked hard in recent years to institute processes that enable efficient work, streamline operating and management support systems, and make planning and budgeting more transparent and “bottom up.” As a result, Western has received national recognition for efficiency from U.S. News and World Report, and for being one of the “Best Values in Public Colleges and Universities” by Kiplinger’s Personal Finance Magazine.

Western must continue to examine its management and operating support systems, as well as its general budgeting and planning, to ensure that it is using best business practices while avoiding unnecessary duplication of effort.

Administrative and academic information technologies are critical core functions that affect the entire campus on a daily basis. The optimal organization, reportage and funding of Western’s information technology structure are currently under discussion.

Infrastructure needs and space allocation at Western are a high priority as growth demands have stretched available space in some cases beyond functionality. Addressing capacity issues and deferred maintenance of older buildings are critical to the delivery of Western’s mission at all sites. Creative space planning and utilization along with any redistribution to meet the academic, research, and service needs must be accomplished with a long range view toward balancing the critical programmatic space needs while protecting the attractiveness and sustainability of the campus environment.



### Retaining and Recruiting Talented Faculty and Staff

Western made the intentional choice during the recent recession and resultant budget cuts to protect its core academic function of teaching, and continued student access to that teaching, as much as possible. As the economy recovered, it made the choice to increase faculty resources through the hiring of tenure-track faculty in the last few years. This decision has had positive consequences, as the quality of its programs has been maintained and enhanced.

Side effects of that decision mean that most if not all areas of the University are operating with as lean a staff as possible. In some cases it is likely that staffing levels are not sufficient for performance to be sustainably high. Some staff are attempting to perform, in addition to their own jobs, functions that previously were assigned to staff positions that no longer exist.

Western’s workforce like the national workforce is aging. Over the next several years a large number of faculty and staff in the Baby Boom generation will retire and their expertise, experience, and institutional knowledge will be taken with them. Managers and administrators have limited professional development resources for training younger staff as part of succession planning.

## Shared Governance

Over the last seven years Western has instituted processes and created representative bodies that help to ensure the reality of shared governance matches its promise. These include transparent and bottom-up capital planning and budgeting processes that intentionally seek input from the entire campus community. The University Planning and Resource Council, a committee of the Faculty Senate, brings together representatives of all University stakeholders to review and make recommendations on planning and budget proposals to the President and Vice Presidents. Similarly, representatives of the faculty, students, classified and professional staff all have seats on the President's Cabinet.

The President will work to foster an environment where all employees feel their contributions are respected, appreciated and valued.

## Collective Bargaining, Labor Relations and Equity

Western seeks a President who is committed to continuing positive, collaborative, mutually beneficial relationships with the unions representing the Faculty and Classified Staff, as well as addressing equity in compensation, retention, workload, and workplace climate for the Professional Staff, who are not represented in collective bargaining. Furthermore, the meaningful inclusion of Classified and Professional Staff in shared governance will continue to be a priority.

## RESOURCE DEVELOPMENT

Resource development in public higher education poses a major challenge for any leader. Western has developed a strong reputation with the State Legislature for high quality education, innovative programs, and work-ready graduates, and has rich opportunities for further advancement. Given the unlikely return of previous state funding levels, Western has adopted a model of planning and budgeting that does not rely exclusively on state dollars, with some notable successes. For instance, Western's multi-disciplinary Institute

for Energy Studies program, which combines energy science, technology, and engineering, with economics, business management, public policy and sustainability, is supported by a combination of state funds and private donations.

It will therefore be essential for Western to further develop multiple sources of funding beyond state appropriations, including enrolling new students; increasing private, corporate and alumni giving; acquiring new space; developing auxiliary enterprises, securing grants and contracts, developing public-private partnerships, research licensing, extended education, and others.

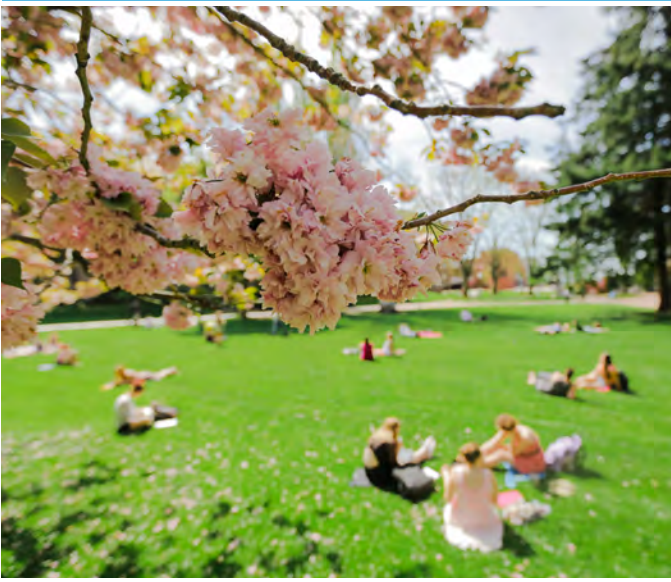
## Fundraising

Western will soon conclude its \$60M Western Stands for Washington campaign, having reached the initial goal of \$50M before the public launch a year ago. While the campaign will make critical enhancements to scholarships, programs, partnerships with P-12 education, and service learning, the campaign has raised Western's profile throughout the state and developed a culture of philanthropy on campus and among a strong alumni base. The Western Foundation has made significant investments in staff and training, and now operates an office on behalf of the University out of Seattle. Encouraged by the results of the campaign, academic deans and faculty are newly eager to participate in institutional advancement. The President has an opportunity to leverage the momentum generated by the campaign to increase support for Western in the Puget Sound area and nationwide, and lay the groundwork for the next campaign.

The logo for the Western Stands for Washington Campaign is displayed on a dark blue rectangular background. The text is white and arranged in four lines: 'WESTERN' in a large, serif font; 'stands for' in a smaller, italicized serif font; 'WASHINGTON' in a large, serif font; and 'CAMPAIGN' in a smaller, spaced-out, sans-serif font.

WESTERN  
*stands for*  
WASHINGTON  
CAMPAIGN





## Legislative Funding

Western's reputation in the Washington State Capitol is not only for high quality education and innovative program proposals, but uncommonly united legislative representation from government relations, faculty, staff, unions, student, and alumni representatives. Despite cuts of more than 50 percent to its state appropriations, Western has received strategic reinvestments by the state in key areas, including faculty and staff compensation, by remaining resolutely united and on message.

There is, however, recognition that the state's fiscal structure is designed for an economy that no longer exists. Without a reformed tax structure, improvements in the state's economy will not produce corresponding revenue increases. On the expenditure side, states are facing major budget impacts as the federal government shifts various obligations to the state level. Additionally and specific to our state, the need to comply with the State Supreme Court directive (known as the McCleary decision) to significantly increase funding for K-12 education continues to place an additional burden on an overburdened revenue structure. Most of the state's budget is protected from significant cuts due to constitutional, political, or statutory considerations. The state cut tuition rates for the 2015-17 biennium and linked tuition increases to the state's median income, limiting Western's ability to grow its own revenue.

It is quite likely that the additional state K-12 funding challenge will be pushed by the legislature into the 2017-19 biennium. Consequently, it is most likely that any 2017-19 Western budgetary requests will need to be highly strategic, have strong political legs, and be modest in size.

## OPPORTUNITY REVIEW

The President of Western Washington University will have an opportunity to serve as the leader of one of the best public comprehensive universities in the nation.

This is an extraordinary opportunity for a person seeking a challenge to be a transformational leader for Western in a rapidly changing global environment. Further refining and expanding Western's mission and vision with the Board of Trustees, faculty, staff, administrators and students, and shaping its future will require a leader with the vision, enthusiasm, and interpersonal skills to advance Western's stature as a vital publically purposed university in the 21st century.

### Western Washington:

- Students:  
**15,332**
- Student-to-faculty ratio:  
**21 to 1**
- Number of programs:  
**160-plus**
- Size of Bellingham campus:  
**212 acres**
- Number of other locations:  
**7**
- Percent of students from Washington:  
**88 percent**
- Number of alumni:  
**107,000-plus**



# Presidential QUALIFICATIONS AND QUALITIES

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## PREFERRED PROFESSIONAL QUALIFICATIONS

- Doctorate or equivalent terminal degree and academic credentials sufficient to engender respect from the academy and the community at large;
- A strong commitment to student-centered educational experience where student success is the top priority;
- Demonstrated success institutionalizing equity, inclusion, and diversity, including the active promotion of an inclusive climate, and the recruitment, advancement, and retention of diverse faculty, staff and students;
- Knowledge of emerging and innovative trends in public higher education funding and strategic management;
- Experience managing the financial and budgeting operations of a higher education institution with transparency and inclusiveness;
- Experience and enthusiasm for fundraising that cultivates financial support and partnerships in the private sector;
- Experience with and commitment to broadly inclusive shared governance of a university in a collective bargaining environment;
- Able to articulate a broad vision of affordable access to quality higher education as a public good;
- Experience promoting partnerships and collaboration with other higher education institutions, P-12 schools, private sector entities, governmental agencies, and communities to strengthen the mission of a university;
- Experience engaging a diverse community in a shared strategic vision;
- Successful experience promoting effective ways of addressing problems and opportunities, and a willingness to foster and encourage positive change;



- Demonstrated ability to achieve a high degree of visibility and accessibility with students, faculty, and staff, as well as surrounding communities;
- Acumen working with local, state and federal legislators to advance the mission and vision of a public university.

## PERSONAL QUALITIES

- Authenticity, empathy, and humility which engenders trust, confidence, and collegiality, based on personal integrity;
- Courage and conviction to advance Western's core values and interests, and a willingness to take public stands on issues of importance to the University;
- A personal commitment to advancing social justice, and upholding the values of diversity, equity and inclusion;
- A personal commitment to sustainability and environmental stewardship;
- Strong enterprising and innovative spirit, and a willingness to take strategic risks that foster and encourage needed change;
- A desire to become actively engaged in the life of the University and the local community;
- An active listener who welcomes and is responsive to feedback;
- A politically astute and strategic thinker with sound judgment;
- An inspiring style and sense of humor.



### Excellence in Athletics

About 300 students participate in 15 NCAA II varsity sports at Western. Recent national championships include men's basketball, women's rowing, women's javelin, men's pole vault and women's 10,000 meters.





# How to APPLY

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## **For best consideration applications and materials should be received by January 20, 2016.**

Greenwood/Asher & Associates, Inc. is assisting Western Washington University in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae or resume and five professional, current references. Submission of materials as PDF attachments is strongly encouraged. Confidential inquiries, nominations, and application materials should be directed to:

Jan Greenwood, Betty Turner Asher, Partners  
Chris Channing, Principal  
Greenwood/Asher & Associates, Inc.  
42 Business Centre Drive, Suite 206  
Miramar Beach, Florida 32550

*Phone:* 850-650-2277 / *Fax:* 850-650-2272

*Email:* [janganwood@greenwoodsearch.com](mailto:jangreenwood@greenwoodsearch.com)

*Email:* [bettyasher@greenwoodsearch.com](mailto:bettyasher@greenwoodsearch.com)

*Email:* [christinechanning@greenwoodsearch.com](mailto:christinechanning@greenwoodsearch.com)

For more information on WWU please visit:

<http://www.wwu.edu/>

For more information on the Presidential Search please visit: [www.wwu.edu/presidentialsearch](http://www.wwu.edu/presidentialsearch)

*Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs.*



# Bellingham Offers VIBRANT SMALL-CITY LIVING

## A LIVABLE COMMUNITY, CLOSE TO BIG CITIES IN TWO COUNTRIES

Bellingham, population 82,234, is a thriving waterfront city known for local character, picturesque neighborhoods, fantastic walking and biking trails and proximity to some of the best cities and natural wonders in the Pacific Northwest.

Residents loyal to locally produced goods and services flock to the Bellingham Farmers Market, held each Saturday from March to December. Many of the city's parks and neighborhoods are connected by a trail network – biking to work is not unusual in Bellingham. And the city and port of Bellingham have embarked on a multi-year development effort to rejuvenate the city's downtown waterfront.

Some of the region's best mountain biking trails are just outside the city, on Galbraith Mountain. Residents also enjoy proximity to spectacular parks

such as Larrabee State Park on the coast and the North Cascades and Olympic national parks in the mountains. Mount Baker Ski Area is about two hours away. The Washington State Ferry terminal in Anacortes, the gateway to the San Juan Islands, is about an hour's drive.

Meanwhile, the city of Vancouver, B.C., is about 60 miles away, with Seattle 90 minutes to the south.

For culture closer to home, the city boasts several top-quality museums and cultural venues, such as the Whatcom Museum of History and Art, the Mount Baker Theatre and the Pickford Film Center.



### **3. EXECUTIVE SESSION**

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.