

WESTERN WASHINGTON UNIVERSITY  
BOARD OF TRUSTEES  
AGENDA  
October 7, 2010

THURSDAY, October 7, 2010

Location: OM 340  
Time: 3:00 p.m.

1. CALL TO ORDER  
3:00 – 3:05
2. SPECIAL REPORT
  - a. University Planning & Resource Council (UPRC) - *Updating Western's Strategic Plan*  
3:05 – 4:00 p.m.
  - b. Legislative Panel – *Higher Education in Washington State*  
4:00 – 5:00 p.m.

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

**TO:** Members of the Board of Trustees  
**FROM:** Bruce Shepard, President  
**DATE:** October 7, 2010  
**SUBJECT:** Updating Western's Strategic Plan  
**PURPOSE:** Special Report

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**Purpose of Submittal:**

President Shepard and members of the University Planning & Resource Council (UPRC) will discuss with the Board proposed changes to the WWU Strategic Plan.



WESTERN  
WASHINGTON UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

ENGAGED  
*Excellence*

STRATEGIC PLAN 2006

WESTERN WASHINGTON UNIVERSITY

# ENGAGED *Excellence*

STRATEGIC PLAN 2006

## VISION

Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

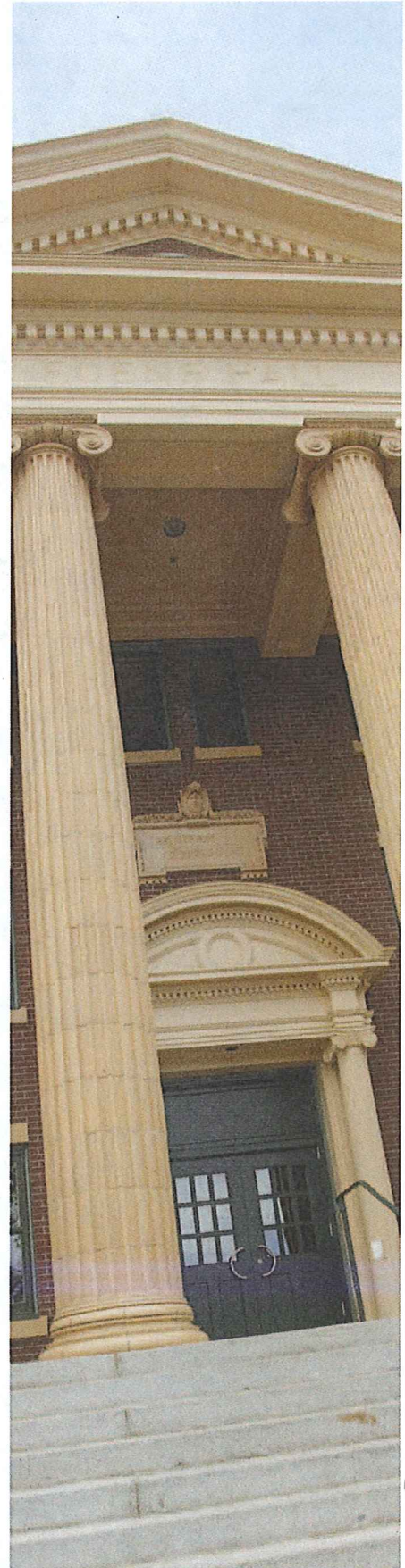
## MISSION

### *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive Western Experience.



## Western at a Glance

### Administration

Western Washington University, one of six state-funded, four-year institutions of higher education in Washington, operates on a September-to-June academic year (quarter system) with a six-and nine-week Summer Session.

### Location

WWU is situated in Bellingham, a city of 70,000 overlooking Bellingham Bay and many of Puget Sound's 172 San Juan Islands. The University is 90 miles north of Seattle, 55 miles south of Vancouver, B.C., and an hour's drive from the ski area on 10,778-foot Mount Baker.

### History

On Feb. 24, 1893, Gov. John H. McGraw signed legislation creating New Whatcom Normal School. Since the first class of 88 students entered in 1899, the school has grown into the third largest institution of higher education in the state. The Normal School became Western Washington College of Education in 1937, Western Washington State College in 1961, and achieved university status in 1977. Dr. Karen Williams Morse is WWU's 12th president.

### Faculty

As of fall 2005, the University employed 628 faculty members, including 552 full-time equivalent (FTE) faculty. Of the 472 faculty members employed full-time, 83.5 percent had full or terminal degrees. The fall 2005 student-faculty ratio is 21.5:1.

## WESTERN VALUES

Western's mission and strategic objectives are supported by the following core values:

**Excellence:** Western attains and recognizes excellence in all facets of operation.

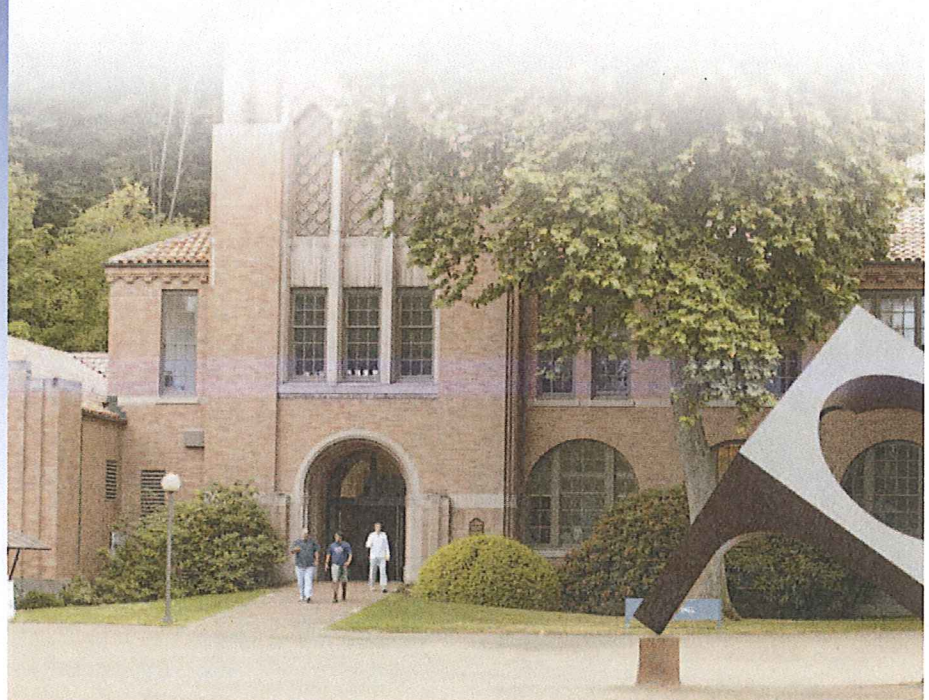
**Engagement:** Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

**Diversity:** Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

**Community Service:** Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the Western Experience for all.

**Integrity:** Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

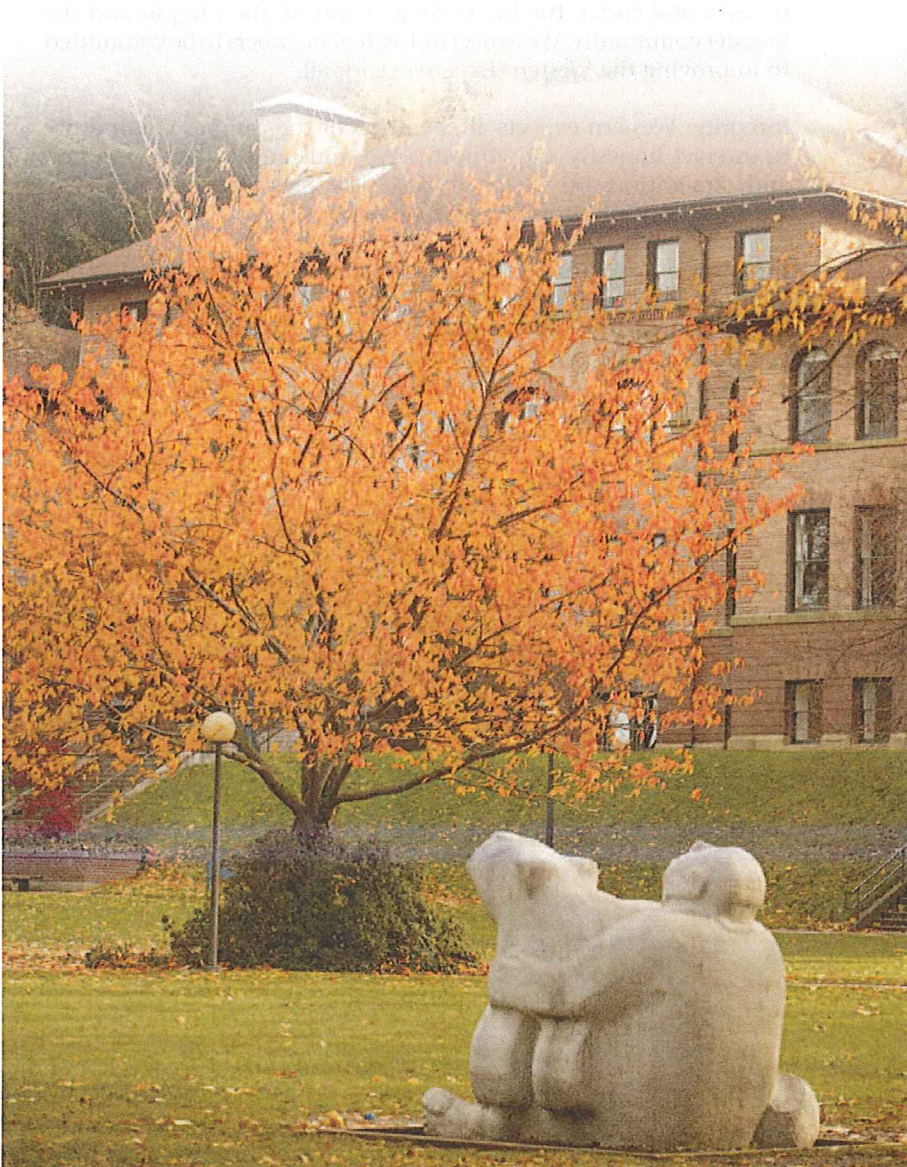
**Innovation:** Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.



## STRATEGIC OBJECTIVES

### To demonstrate engaged excellence:

- In interactive learning and the active participation of students in scholarly and creative activities.
- In supporting teacher-scholars who integrate the highest quality teaching, scholarship, and creative activities.
- In civic engagement by developing leadership, effective citizenship, and social responsibility in all members of the campus community.
- As a diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds.
- In environmental stewardship and sustainable practices through our programs, scholarship, and actions.



### Students

Fall 2005 enrollment includes 13,076 full- and part-time students, a full-time equivalent total of 12,343. Western has 2,381 new first-year students and 880 new undergraduate transfer students. Average GPA for incoming freshmen is 3.60. About 92 percent of students come from Washington state with most coming from King, Snohomish, Whatcom, Pierce, Thurston, Kitsap and Skagit counties. The University has students from 46 other states, led by Alaska, California, Oregon and Colorado, and from 33 other nations, led by Japan and Canada. Students of color comprise 15 percent of the total student body.

### Campus

A residential campus, Western houses about a third of its students in 15 residence halls. Our 215-acre campus includes the 38-acre Sehome Arboretum, operated jointly with the city of Bellingham, and the student-funded Wade King Student Recreation Center. Western also has off-campus facilities at Shannon Point Marine Center in Anacortes and a 15-acre student/university facility at nearby Lake Whatcom. Woodring College of Education and University Extended Education and Summer Programs offer classes and certificate and degree programs in Bellingham, Bremerton, Everett, Mountlake Terrace, Oak Harbor, Port Angeles and Seattle.

### Academic Organization

Western Washington University takes special pride in the quality of its general education requirements that emphasize the liberal arts and student engagement. For the ninth consecutive year, U.S. News & World Report ranked Western No. 2 among public master's-granting universities in the West. Western ranks in 18th place among all public and private universities in its class regionally.

Academic divisions at Western are:

- College of Business and Economics
- Fairhaven College
- College of Fine and Performing Arts
- College of Humanities and Social Sciences
- Huxley College of the Environment
- College of Sciences and Technology
- Woodring College of Education
- Graduate School

### Accreditation

The University is accredited by the Northwest Association of Schools and Colleges; National Association of Schools of Music; National Recreation and Parks Association; American Speech and Hearing Association; National Council for Accreditation of Teacher Education; Computing Sciences Accreditation Board; Technology Accreditation Commission of the Accreditation Board for Engineering and Technology; American Assembly of Collegiate Schools of Business; and the Council for Accreditation of Counseling and Related Education Programs.

The Chemistry department has an approved American Chemical Society program.

### Alumni

Our 77,500 living graduates are scattered throughout Washington and the world, the living history of a dynamic university.

### Athletics

Now in its eighth year as a full member of NCAA Division II, WWU has made national appearances in men's and women's basketball, men's cross country, women's rowing, football, men's and women's golf, softball and volleyball. The Vikings captured WWU's first NCAA II national championship in women's rowing (2005, repeating in 2006), reached the national semifinals in men's basketball (2001) and women's basketball (2000), and have won the first four Great Northwest Athletic Conference All-Sports Championships (2001-02, 2002-03, 2003-04, 2004-05). In women's basketball, Western ranks among the top 15 in all-time victories among all four-year schools. In volleyball, WWU had the fourth-longest winning streak in NCAA II history when they won 57 consecutive league matches (2002-04). Some 500 students compete in 16 varsity sports.

### Tuition

For 2005-2006, resident undergraduate tuition and fees at Western are \$4,738 for three quarters.

### Budget

Western's 2006 state operating budget is \$104,526,067, funded by state appropriations and operating fee revenue, through June 30, 2006. Fifty-nine percent is funded through state appropriations, 41 percent by tuition.

## STRATEGIC ACTIONS

These actions are designed to enhance Western's institutional effectiveness in fulfilling its mission, meeting its strategic objectives, and providing an effective foundation for the Western Experience.

### Recruit and retain high quality students

High quality and diverse students enhance the Western Experience for all. Western remains committed to continuing to recruit highly talented students, despite an increasingly competitive environment. Therefore:

- The University should enhance the financial resources available for student recruitment.
- The University should enhance recruitment efforts for targeted populations.
- The University should improve the student-faculty ratio and add staff, where warranted, to enhance students' academic experience.
- The University and its units should develop policies that improve access to courses and majors and make entry requirements for majors more predictable.
- The University should improve delivery of advising services, especially for undecided and transfer students.
- The University should improve international, cross-cultural, and interdisciplinary opportunities for students.
- The University and its units should incorporate assessment of student learning outcomes.
- The University should continue to promote the health and wellness of community members through educational and recreational and fitness opportunities.



### Recruit and retain high quality faculty and staff

High quality faculty and staff are crucial for providing students an integrated Western Experience. The University faces an increasingly competitive national marketplace for the services of faculty and staff. Therefore:

- The University needs to maintain ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff.
- The University needs to strengthen its system of recognizing and rewarding excellence in teaching, scholarship, and creative activities for faculty and staff.
- The University needs to devote more resources to support innovative teaching, high quality scholarly and creative activities, and collaborative and interdisciplinary activities.
- The University needs to enhance its emphasis on increasing the diversity of its faculty and staff through recruitment, retention, and exchange opportunities.
- Internally, units need to support faculty and staff by clarifying expectations and rewards for professional development in teaching, scholarship, creative activities, and service and by facilitating employee efforts to balance those expectations.
- Units need to identify ways to facilitate and recognize staff efforts to serve the needs of the campus community.
- The University should devote attention to how it might respond to the high cost of housing for faculty and staff.

### Maintain growth trajectory and improve enrollment management

Western's Bellingham campus is nearing ultimate capacity, but expansion in some areas has not kept pace with overall enrollment growth. Therefore:

- The University should maintain its existing policy of moderate annual growth (approximately 1% or 120 students per year) to the currently-planned capacity of 12,500 FTE by 2013. If the University desires additional growth, it should consider such options as developing additional capacity on the waterfront or expanding Extended Programs.
- The University should improve the student-faculty ratio and add staff, where warranted, to enhance the academic experience of students.
- Units should develop a clear plan for enrollment capacity at the unit level, and this should be linked to distribution of resources across units.
- The University should undertake a study of the role of graduate education and its relative scope and scale, then design a plan for its future development.

### Western Students

#### Undergraduate student profile

Total undergraduate students	12,233
Student Body Composition	
Washington residents	94%
Domestic out of state	5.7%
International	0.3%
Domestic ethnic minorities	16%

#### Undergraduate completion data

Degrees awarded	2888
Fall-to-fall freshman retention rate	84.1%

#### Freshman class entering 2005

Total entering class	2381
Mean high school GPA	3.56
Average ACT/SAT scores	24/1136
Mean CCHE index score	61

#### Graduate student profile

Total graduate students	843
Masters students	594

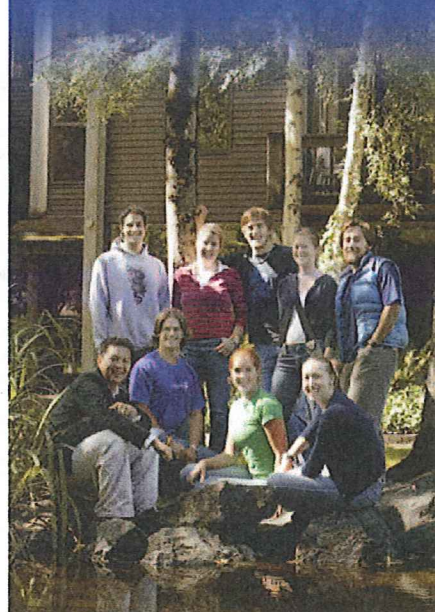
#### Student Body Composition

Entire student body population	13,076
Washington residents	93.4%
Domestic out of state	6.1%
International	0.5%
Domestic ethnic minorities	15%

#### Graduate degrees conferred

Masters	360
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Data for 7/1/04 - 6/30/05





## 10 Reasons to Love Western

### National Reputation

For the ninth year in a row, Western Washington University is ranked second among public master's granting universities in the West, according to the U.S. News & World Report college rankings.

Western was ranked seventh on a nationwide list of the top academic and athletic colleges at the NCAA Division II level, the only top-10 ranked Division II school in the Northwest.

Western has long supported environmental stewardship and in 2005 was selected for a national Green Power Leadership Award. Presented by the U.S. Environmental Protection Agency, the U.S. Department of Energy and the Center for Resource Solutions, this award recognizes leading purchasers and suppliers of renewable energy.

### Student Quality

Applicants to Western are among the most academically prepared in the Pacific Northwest. The average GPA for Fall 2005 incoming first-year students is 3.56. Student satisfaction, retention, graduation and employment rates are also high.

### Excellent Faculty

Faculty at Western value both teaching and scholarship. Students have access to experienced teachers and scholars beginning their first day of classes and are encouraged to interact with their professors. All professors hold office hours.

### Size

Western Washington University is large enough to offer tremendous choice in academic programs, people to meet, and things to do, yet small enough that a student is recognized as an individual and won't get lost in the crowd.

### Diversity

Western's fall 2005 student body included a record 2,013 students of color, or 15 percent of the student body. Cultural diversity contributes to academic quality and a student's experience at Western.

## Build collaborative relationships with off-campus communities

Western places a high value on connections with the broader community, its role in serving the needs of the broader community, and the 'real-life' laboratory that the broader community provides. Therefore:

- The University should provide improved structure to facilitate civic engagement, leadership development, effective citizenship, and social responsibility in its members.
- Units should seek to increase the scope of existing outreach and collaborative programs, where feasible, and should consider building broader connections to regional, national, and global communities through such activities as internships, applied scholarship, service learning, and community service.
- The University should increase involvement of alumni and other volunteers with students in academic departments.
- The University should engage students and alumni in ways that ensure their lifelong connection to Western.
- The University should engage friends and other constituents in ways that develop enduring relationships with Western.
- The University should seek new relationships and strengthen existing ones with other organizations interested in developing and implementing sustainable practices.
- The University should continue collaborating with the local community in developing and implementing sustainable practices and increasingly serve as a resource for sustainable development.

## Become more diverse and enhance opportunities for students to understand and participate in different cultures and diverse societies

Diversity remains one of the central values of the Western Experience. Therefore:

- The University should strive to become more diverse through recruitment, hiring, and exchange efforts.
- The University should develop more avenues for campus community members to experience different communities – locally, nationally, and internationally.
- Units should integrate the study of different cultures and diverse societies more fully across the curriculum.

### Develop and maintain campus infrastructure

Since an aesthetically beautiful and well-maintained campus continues to be one of Western's strongest assets, the University has a responsibility to maintain the beauty and functionality of its campus. Therefore:

- The University should enhance information resources, especially the library, and maintain technological currency to strengthen support for educational and scholarly activity.
- The University should develop or redevelop current and future spaces to be flexible, efficient, and sustainable.
- The University should continue efforts to ensure that the campus environment remains healthy, safe, and secure.
- The University should ensure that maintenance programs sustain the beauty of the campus and the functionality of the existing facilities.

### Improve communication throughout the University

As Western has grown in size, scope and complexity, effective communication among its units and members has emerged as an important challenge. Therefore:

- The University should increase opportunities for formal and informal interaction among members of the campus community.
- The University should expand efforts to ensure that decisions are made openly, pathways toward decisions are clear and understood, and effective mechanisms for sharing information are maintained.
- The University should encourage interdisciplinary initiatives and eliminate communication and other barriers to such initiatives.

### Promote the effective management of resources

Western is committed to demonstrating accountability and the effective stewardship of resources. Therefore:

- The University should promote effective management of its resources and demonstrate consistent accountability to all of its stakeholders.
- The University should continue to take a leading role in developing and implementing sustainable practices in consumption, transportation, and facilities.



### Active Learning

Undergraduates take advantage of faculty mentorship and research opportunities frequently reserved for graduate students at other universities. Most students additionally enrich their education through national or international exchange, service-learning, internships or other career-related experiences.

### Satisfaction

In a recent alumni poll, 79 percent said that they had taken a course from one or more faculty members who were so outstanding that they significantly impacted the graduate's life.

### Community

Connecting students to each other, the campus, and the greater community are priorities at Western. From a comprehensive orientation program to multiple student support services or intercollegiate athletics – from group projects in the classroom to unlimited opportunities for involvement in the community – Western recognizes the value of inclusion. Students also enjoy the richness of the Bellingham and Whatcom County environment and the opportunities it offers.

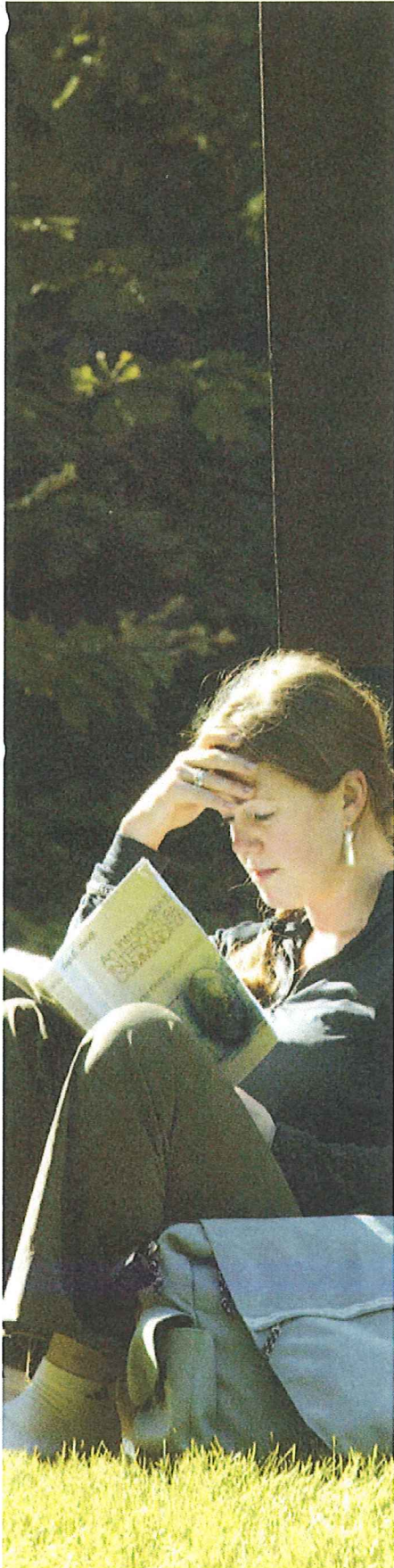
### Student Culture

Students describe Western as an engaging academic environment and a friendly, welcoming community

### Service

In recent findings, 7,647 Western students contributed 872,170 hours of service to local communities.

Western ranks seventh among medium-sized colleges and universities in the U.S. Peace Corps listing of top participating colleges and universities.



### **Increase and diversify funding**

Since Western can no longer rely exclusively on the traditional mix of funding sources from state support and tuition, additional resources will be needed to pursue new initiatives. Therefore:

- The University should continue to provide proposals to the Executive and Legislative branches of the government for increased investment in public higher education.
- All units should be encouraged to seek alternative funding sources, including enhanced support from external grants and contracts, participation in federal initiatives, private philanthropic support through the WWU Foundation, and possibly broadened recruitment efforts or expansion of self-sustaining programs.
- University Advancement will actively pursue strategies to encourage increased alumni, parent, corporate, foundation, and community support.

### **Self-Assess and Develop Outcomes**

To achieve the strategic objectives, Western and its units need to focus energy and resources to support the 2006 Strategic Plan. Therefore:

- The University and its units should assess how well programs are aligned with Western's strategic objectives and, if need be, reallocate resources to better support those objectives.
- Units should develop expected outcomes with measurable indicators that will allow them to assess their progress in achieving the University's strategic objectives.
- The University should clarify and strengthen the processes that make use of this plan so that decisions based on this plan are transparent and the plan remains a living document adapted to Western's changing needs, opportunities, and challenges.
- The 2006 Strategic Plan should be reviewed every two years as part of the University's biennial budget development process and revised at least every three biennia.



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

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

**FROM:** Bruce Shepard, President

**DATE:** October 7, 2010

**SUBJECT:** Legislative Panel – Higher Education in Washington State

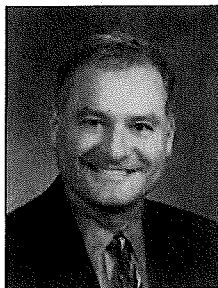
**PURPOSE:** Special Report

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In preparation for the 2011-13 legislative budget session and challenges ahead, Representatives Kelli Linville, Doug Ericksen, Mike Sells, and Reuven Carlyle will discuss with us ways to make a better case for public higher education and the role a special institution like Western can play in helping to build a strong State of Washington.

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## Rep. Reuven Carlyle, serving the 36th District

Serving Seattle, including Queen Anne, Magnolia, Ballard, Belltown, Fremont, Greenwood, Phinney Ridge, Blue Ridge, Crown Hill, Lake Union, Loyal Heights and Sunset Hill.

[Rep. Home](#)[Rep. News](#)[Biography](#)[Committees](#)[Contact](#)[Sponsored Bills](#)

## Biography

Reuven Carlyle is an entrepreneur in the wireless, software and clean energy industries as well as a citizen legislator.

A passionate advocate for foster children and national and community service, Reuven served as co-founder of City Year, an AmeriCorps program in King County. He's a recent member of the Washington State Board for Community and Technical Colleges where he focused on the use of technology in education.

Professionally, Reuven helps early and mid stage firms bring new, leading edge technologies to market worldwide. He provides business development, financing, sales, board development and consulting services to technology companies especially in the wireless, software and clean technology fields.

Reuven has served on the boards of directors or advisors for AirSage, Inc., Compelling Technologies, Inc., and V2Green, Inc. He also served as chairman of the board of Twisted Pair Solutions, now the nation's premier provider of radio interoperability and communications software. He was a senior business development executive with Xypoint where he helped build the Seattle-based startup into the largest provider of wireless E911 location services in the nation. Reuven was also a public policy manager with McCaw Cellular Communications and AT&T Wireless Services. He co-founded an international business development firm to help Israeli-based technology companies enter the U.S. and European markets. In his early career, Reuven served as a communications aide in the Washington State House of Representatives. He developed an interest in government while serving as a teenage page in Congress for Sens Warren Magnuson and Scoop Jackson.

Reuven grew up in Bellingham, Wash. and has a master in public administration (M.P.A.) from the John F. Kennedy School of Government at Harvard University and a bachelor of arts (BA) in Communications from the University of Massachusetts-Amherst.

Reuven and his wife Wendy Carlyle, M.D., have four children ages 11, 9, 7 and 2 and are active in Seattle public schools along with numerous community groups in the 36th District and Seattle.

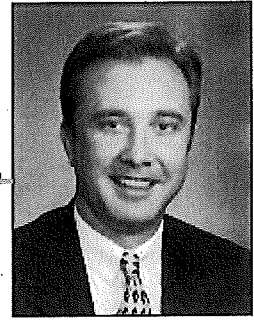
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## REP. DOUG ERICKSEN, R- FERNDALE

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Doug is serving his sixth term representing the 42nd Legislative District, which includes Birch Bay, Blaine, Deming, Everson, Ferndale, Lynden, Nooksack, Point Roberts, Sumas, and parts of Bellingham.

His legislative priorities include creating jobs, strengthening families, empowering citizens, and ensuring responsible state spending and government.

Prior to being elected to the House of Representatives, Doug worked as legislative affairs coordinator at the Department of Fish and Wildlife and as a policy analyst for the Washington State Senate.

He received a BA in government from Cornell University and a MA in political science and environmental policy from Western Washington University.

Doug and his wife, Tasha, are long-time residents of Whatcom County and are raising their two daughters, Elsa and Addi, in Ferndale.

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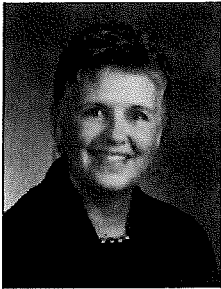
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## Rep. Kelli Linville, serving the 42nd District

Serving the western half of Whatcom County.

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## Biography

### DATE AND PLACE OF BIRTH:

July 10, 1948, Bellingham

### FAMILY:

Husband, Will Roehl.

Two sons

Two granddaughters

### EDUCATION:

Graduate of Bellingham High School.

BA, MA from Western Washington University in Speech Pathology and Audiology.

### EMPLOYMENT:

Former Communication Disorders Specialist, Bellingham School District - 16 years

Presently owner and partner in Fast Lane Coffee Company/Pacific Roasting Company

### COMMITTEE ASSIGNMENTS:

Ways & Means - Chair

Audit Review & Oversight

### JLARC

Mental Health Task Force

Legislative Council on River Governance

### COMMUNITY ACTIVITIES (past and present):

Small Business Development Center Advisory Board

Sustainable Connections Advisory Board

Whatcom Conservation District

Health Support Center Board - Past President

Bellingham/Whatcom Chamber of Commerce

Rome Grange

Mt. Baker Theatre Board

Bellingham Planning Commission

League of Women Voters

Rainbow Center Advisory Board

Nooksack Recovery Team

Zonta International

American Association of University Women

Whatcom Family YMCA Board

Brigid Collins House (child abuse prevention) Board

Whatcom Conservation District (Assoc. Supv.)

Evergreen AIDS Foundation Board

City Club of Bellingham

Washington Women for Commercial Fishing

ARC Board



**RECENT AWARDS AND RECOGNITION**

Alliance for Equal Justice: *Champion of Justice Award* - 2008  
Junior Achievement of Washington: *Junior Achievement Leadership and Vision Award* - 2009  
Statewide Poverty Action Network - 2009  
Sustainable Food & Farming Network - 2009  
Washington Council of Police and Sheriffs: *Legislator of the Year Award - House Democrats* - 2009

**YEARS IN HOUSE:**

Served 1993-94  
Appointed 12/95  
Re-elected 1996, 1998, 2000, 2002, 2004, 2006, 2008

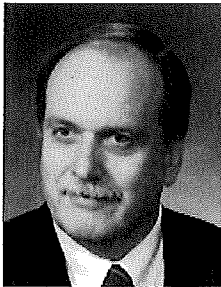
**LEGISLATIVE PRIORITIES:**

Economic development  
Performance-based budgeting  
Watershed management  
Education  
Mental health/Health care

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## Rep. Mike Sells, serving the 38th District

Serving Snohomish County including Everett, Marysville, and Tulalip.

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## Biography

### PERSONAL:

Married since 1971 to Gayle Stevens Sells, who is currently a piano teacher. We have two grown children. Andy (34) is a musician and drum teacher residing in Seattle. Amy (32) is an administrative assistant for Edmonds Unitarian Fellowship and a piano teacher.

### EDUCATION:

Graduated from Central Washington University with a BA in Education, majored in History with a minor in Geography, in 1967. Fifth-Year Teacher Certification from the University of Washington in 1971.

### PROFESSIONAL EXPERIENCE:

1976 to present. Serving as the elected Secretary-Treasurer of the Snohomish County Labor Council, AFL/CIO. This became a full-time position in 1998. The organization is the co-ordinating body for 65 different AFL/CIO unions in Snohomish County, representing more than 42,000 working people.

#### **1981 to 1998.**

Served as the President of the Everett Education Association, which is elected on an annual basis. The position started out as half-time, with the other half-time spent in the classroom. By the early 1990s, it became a full-time position. From 1969 to 1980, served as President of the Everett Federation of Teachers, Local 772, AFL/CIO. The EFT was merged with the EEA in 1981.

#### **1967 to 1991.**

Worked as a teacher in Everett School District #2 at both the elementary and secondary level. I taught at North Junior High (now middle school), Jackson Elementary, Evergreen Middle School, the Youth Resource Center (Juvenile Parole Services), and Phoenix Alternative High School.

### COMMUNITY ACTIVITIES:

#### **1981 to Present.**

Serving on the Everett Housing Authority Board which oversees the Federal Housing programs in the City of Everett. Appointment was made by the Mayor of the City of Everett, and approved by City Council. I am currently the Vice Chair, and have served three terms as chair of the Board.

#### **1995 to Present.**

Serving on the Central Washington University Board of Trustees where I am currently the Vice Chair. I was appointed by Governor Lowry, and reappointed by Governor Locke for a second term in 2000. Oversight of the budget.

#### **Other current or former board service:**

Snohomish County Economic Development Council (1981 to present)

City of Everett's Shoreline Public Access Advisory Committee (2003)

City of Everett Salary Commission (1998). Snohomish County United Way and Executive Board (mid 80's. Served as one of the vice presidents in 1985.

Washington State Temporary Special Levy Study Commission appointed by Governor Evans (1972-1973).

Washington State Governor's Citizen's Advisory Committee appointed by Governor Lowry (1992-1993).

Snohomish County Needs Assessment on Housing (early 1990s, co-chaired with County Executive Bob Drewel).

Snohomish County Tomorrow (1990-1991)

Snohomish County Executive's Citizens' Cabinet appointed by County Executive Aaron Reardon (2004).

Democratic Precinct Committee Officer (early 1980s until 1985).

Everett Public Library Strategic Planning Committee (2004).

Everett Area Chamber of Commerce Board (1992-1993).

Central Washington University Alumni Association.