

**WESTERN WASHINGTON UNIVERSITY  
BOARD OF TRUSTEES  
AGENDA  
October 11 & 12, 2018**

**THURSDAY, OCTOBER 11, 2018**

**Location:** Shannon Point Marine Center, Anacortes

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

**1. CALL TO ORDER, APPROVAL OF MINUTES**

3:00 - 3:05

- Board of Trustees Meeting, August 23, 24, 2018
- Board of Trustees Special Meeting, September 10, 11, 2018

**2. WWU ON THE PENINSULAS FEASIBILITY STUDY PROGRESS REPORT**

3:05 – 3:45

**Presentation:** Brent Carbajal, Provost and Vice President of Academic Affairs  
Ray Thompson, MGT of America

**3. NEW DIRECTIONS IN MARINE SCIENCE AT WESTERN**

3:45 – 4:45

**Presentation:** Brent Carbajal, Provost and Vice President for Academic Affairs  
Brian Bingham, Interim Director, Shannon Point Marine Center  
Brooke Love, Associate Professor, Department of Environmental  
Sciences

*4:45 – 5:15 p.m. – The Board will adjourn and take a guided tour of the Shannon Point Marine Center.*

**FRIDAY, OCTOBER 12, 2018**

**Location:** The Majestic Hotel Ballroom, Anacortes

**Time:** 8:00 a.m.

*7:30 - 8:00 a.m. - Breakfast for the Trustees and Meeting Attendees in the Majestic Ballroom.*

**4. CALL TO ORDER**

8:00 – 8:01

**5. EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110**

8:01 – 8:30

**6. PUBLIC COMMENT**

8:31 – 8:45

7. **BOARD CHAIR REPORT**  
8:45 – 9:00
  
8. **UNIVERSITY PRESIDENT REPORT**  
9:00 – 9:10
  
9. **FACULTY SENATE REPORT**  
9:10 – 9:15
  
10. **ASSOCIATED STUDENTS REPORT**  
9:15 – 9:20

### ACTION ITEMS

11. **CONSENT AGENDA**  
9:20 – 9:30
  - a. Construction Contract for Multiple Building Access Control, PW 728
  - b. Construction Contract for Multiple Building Replacement of Switchgear, Panels and Motor Controls, PW731
  
12. **APPROVAL OF THE FY18 INTERNAL AUDIT ANNUAL REPORT**  
9:30 – 9:40

**BREAK: 10 MINUTES**

### DISCUSSION ITEMS

13. **TITLE IX INTERNAL AUDIT REPORT**  
9:50 – 10:35      Presentation: Sabah Randhawa, President  
Antonia Allen, Director, Internal Audit  
Melynda Huskey, Vice President for Enrollment and Student Services  
Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity & Employment Diversity
  
14. **STRATEGIC PLANNING WEBSITE AND DASHBOARDS**  
10:35 – 11:05      Presentation: Brent Carbajal, Provost and Vice President for Academic Affairs  
Brian Burton, Assistant Vice President for Academic Affairs
  
15. **OLYMPIA UPDATE**  
11:05 – 11:10      Presentation: Becca Kenna-Schenk, Executive Director, Government Relations
  
16. **FINANCE, AUDIT AND ENTERPRISE RISK MANAGEMENT COMMITTEE REPORT**  
11:10 – 11:15      Presentation: Trustee John Meyer, Committee Chair

**17. STUDENT SUCCESS COMMITTEE REPORT**

11:15 – 11:25      Presentation:    Trustee Mo West, Committee Chair

**18. INFORMATION ITEMS**

11:25 – 11:30

- a. Academic Affairs Report
- b. Admissions and Enrollment Report
- c. Capital Program Report
- d. University Advancement Report
- e. University Relations and Marketing Report

**19. EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110**

11:30 – 12:00

**20. DATE FOR NEXT REGULAR MEETING: December 13, 14, 2018**

**21. ADJOURNMENT**

## **4. CALL TO ORDER**



**5. EXECUTIVE SESSION**

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

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

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

**FROM:** Sabah Randhawa, President

**DATE:** October 12, 2018

**SUBJECT:** **Public Comment Period**

**PURPOSE:** Information Item

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**Purpose of Submittal:**

RCW 28B.35.110 requires that the governing boards of regional universities provide for public comment at meetings and follow procedures for open public meetings in the Open Public Meetings Act.

Persons wishing to comment will sign in between 8:25 – 8:30 a.m. the day of the Board of Trustees meeting. The signup sheet will be given to the Board Chair at 8:31 a.m.

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

**TO:** Members of the Board of Trustees  
**FROM:** Earl Overstreet, Chair, Board of Trustees  
**DATE:** October 12, 2018  
**SUBJECT:** **Board Chair Report**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

Board Chair Earl Overstreet will report to members of the Board and President Randhawa and his staff on topics related to the Board of Trustees.

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

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

**FROM:** Sabah Randhawa, President

**DATE:** October 12, 2018

**SUBJECT:** **President's Report**

**PURPOSE:** Information Item

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**Purpose of Submittal:**

President Randhawa will present brief reflections on issues of interest to the Board.

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

**TO:** Members of the Board of Trustees  
**FROM:** President Sabah Randhawa on behalf of the Faculty Senate  
**DATE:** October 12, 2018  
**SUBJECT:** Faculty Senate  
**PURPOSE:** Information Item

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McNeel Jantzen, Faculty Senate President, will brief the Board on recent activities of the Faculty Senate.

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

**TO:** Members of the Board of Trustees  
**FROM:** President Sabah Randhawa on behalf of the Associated Students  
**DATE:** October 12, 2018  
**SUBJECT:** **Associated Students**  
**PURPOSE:** Associated Students Report

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Purpose of Submittal:  
AS President Millka Solomon will brief the Board of Trustees on recent activities of the Associated Students.



# ASWWU Student Senate By-Laws

## September 28<sup>th</sup>, 2018



### ARTICLE I Name and Objectives

#### A. Name

The name of the council is the Associated Students Student Senate, hereafter known as the Student Senate.

#### B. Objectives

The purpose of the Student Senate is to serve as a legislative body in coordination with the AS Board of Directors (ASBOD) on relevant student issues and ensure representation from all students of Western Washington University. The Student Senate will be comprised of student senators representing the eight WWU Colleges on campus, and students at large. The Student Senate will not be limited in the scope of issues it covers. Issues discussed by the Senate can originate from the ASBOD, other Associated Students offices (AS), University committees, within the Senate itself, or directly from students. The Student Senate has the ability to draft, approve, and release resolutions on any issues brought before it. The Student Senate will also approve any changes to the charge and charter of the AS Election Board. Overall, the Student Senate will be part of a bicameral system in the AS, acting as a separate body from the ASBOD.

### ARTICLE II Membership Qualifications

#### A. Individual Membership

Any student currently enrolled in six or more credits for undergraduate students and four or more credits for graduate students at Western Washington University (WWU) is eligible for membership, assuming they maintain a 2.0 GPA.

#### B. Term of Office

Following election by their respective constituents, senators will serve a term of office until the end of finals week Spring Quarter. Senators will be elected during Fall Quarter for the current academic year and confirmed by the ASBOD.

#### C. New Members

New Student Senators will be elected by eligible voting members of the WWU student body. Student Senators will then be confirmed by the ASBOD two weeks after election results.

1. Any applicant for the Student Senate must fill out an application and submit it to the AS Program Coordinator, who will then work with the Representation and Engagement Program (REP) Support Staff.
  2. The Senate Pro-Tempore will consult the Assistant Director for Student Representation & Governance during the Student Senate confirmation process, in order to confirm eligibility.
- D. Students are only eligible to represent a single college within their major(s); if students are pursuing majors in separate WWU Colleges, then Student Senators are expected to choose one. Student Senators may not represent minors, or multiple WWU Colleges.

### ARTICLE III Senate Leadership

#### A. Senate Pro-Tempore

The Senate Pro-Tempore may not serve concurrently as a voting member of the ASBOD. The Senate Pro-Tempore must fulfill all obligations of the Student Senate job description (Appendix A) and the AS Election Code, available with the AS Program Assistant.

1. The duties of the Senate Pro-Tempore will be to;
  - a. Chair, facilitate, and create agendas for;
    - i. Student Technology Fee Committee.
  - b. Work with the ASWWU Student Senate Vice-Chair to assign Committee and voting responsibilities;

- c. By the second meeting, work to assign student senators to the following committees, including but not limited to;
  - i. Academic Coordinating Commission.
  - ii. Academic Coordinating Commission Executive Board
  - iii. Academic Fee Committee
  - iv. Bottleneck Funding Request Committee
  - v. Career Services Center Advisory Board
  - vi. Center for Service Learning Advisory Board
  - vii. Committee on Undergraduate Education
  - viii. Enrollment Fee Funding Allocation Committee
  - ix. First Year Experience Advisory Committee
  - x. Scholars Week Steering Committee
  - xi. Student Technology Center Governing Board
  - xii. University Planning and Resource Council
  - xiii. University Planning and Resource Council Executive Board
  - xiv. Western Integrity Coalition
  - xv. Student & Activities Committee.
- d. Serve as an ex-officio/non-voting member on:
  - i. Faculty Senate.
  - ii. Associated Students Board of Directors.
- e. Work to ensure the stewardship of student funds, in accordance with Associated Student goals and policies, by management of the following fund(s):
  - i. Academic Affairs (FXXSBR-ASBAAX).

#### *B. Vice-Chair*

The Vice-Chair may not serve concurrently as member of the ASBOD.

1. The duties of the Vice-Chair will be to:
  - a. Perform the duties of the Senate Pro-Tempore in the absence of the Senate Pro-Tempore. While serving as the Senate Pro-Tempore, the Vice-Chair will not have voting privileges. If neither the Senate Pro-Tempore nor Vice-Chair is present, the meeting will be adjourned, and all items will be tabled.
  - b. Coordinate forums and other student outreach activities as needed or assigned by the Senate Pro-Tempore.
  - c. Assist the Senate Pro-Tempore with committee appointments, and committee scheduling as assigned.
  - d. Attend any meetings Student Senators are otherwise not able to attend if Student Senators have expressed in written notice to the Vice-Chair two weeks prior to absence.
  - e. Serve as the interim Senate Pro-Tempore following a dismissal of the Senate Pro-Tempore. See Article 3, Section E.
2. The Vice-Chair will be nominated by any sitting Student Senator and will be seconded by any additional Student Senator. Any Student Senator may retain the choice to nominate themselves as Vice-Chair, should no other sitting Student Senator. The Vice-Chair will then be elected by a majority vote of the Student Senate. In the case of more than two candidates, the Vice-Chair will be elected by an instant runoff vote.
  - a. Elections will be a two-meeting process. Nominations will be held the first meeting and remain open until the next meeting. Student Senators will have the opportunity at the second meeting to speak to their abilities as the potential Vice-Chair. Voting will be held the second meeting.
  - b. Each Senator has the ability to make one nomination.
  - c. Elections will be held any time there is a vacancy in the position of Vice-Chair. The two-meeting process will begin at the next regularly scheduled meeting of the Student Senate.
  - d. Student Senators may decline the nomination for the Vice-Chair at their discretion.

#### *C. Secretary*

The Secretary of the Student Senate will be the AS Board Assistant for Academic Shared Governance.

1. The duties of the Secretary will be to:
  - a. Take and publish the minutes of the Student Senate.
  - b. Assist the Senate Pro-Tempore in maintaining parliamentary order.
  - c. Serve as an advisor to the Student Senate in all matters concerning parliamentary procedure.
  - d. Manage and organize the Student Senate documents.
  - e. Work with the Senate Pro-Tempore and the Vice-Chair bi-weekly to maintain communication between the ASBOD and the Student Senate.



2. The Secretary of the Senate is a non-voting member.

*D. Removal of Senate Leadership Positions*

1. The Senate Pro-Tempore may be removed in accordance with the Student Code of Conduct & the AS Elections Code (available in the Personnel Office & with the AS Elections Coordinator).
  - a. If the Senate Pro-Tempore's employment is terminated, they may refile for elections the following year.
  - b. If the Senate Pro-Tempore's employment is terminated, See Article 3, Section E.
2. The Vice-Chair may be removed from their position by a two-thirds 2/3<sup>rd</sup> vote of the Student Senate. Such removal will not affect their status as a Senator.

*E. Vacancy of the Senate Pro-Tempore*

Should the position of Senate Pro-Tempore become vacant, the Vice-Chair will temporarily assume the duties of the Senate Pro-Tempore, until a new Senate Pro-Tempore is elected, in accordance with AS special election policies.

1. If the positions of the Senate Pro-Tempore and Vice-Chair will be vacant concurrently, the AS Board Assistant for Academic Shared Governance will be confirmed by the ASBOD to temporarily assume the duties of the Senate Pro-Tempore without voting privileges, until the Senate Pro-Tempore and Vice-Chair positions can be filled in accordance with these By-Laws.
2. If the Senate Pro-Tempore is relieved from their positions before the conclusion of their responsibilities by winter or spring quarter of the current Academic Year, the Student Senators vote with a 3/4<sup>th</sup> majority to either promote the Vice-Chair to the Senate Pro-Tempore, or to hold a campus special election. This election will be in coordination with the AS REP.

**ARTICLE IV**  
**Senate Membership**

*A. Designations*

1. 1 Senate Pro-Tempore to be elected in accordance with AS Election procedures.
2. 2 Senators per WWU Colleges as follows:
  - a. 2 Student Senators to represent students in the College of Business and Economics.
  - b. 2 Student Senators to represent students in the College of Fine and Performing Arts.
  - c. 2 Student Senators to represent students in the College of Humanities and Social Sciences.
  - d. 2 Student Senators to represent students in the College of Science and Engineering.
  - e. 2 Student Senators to represent students in Fairhaven College of Interdisciplinary Studies.
  - f. 2 Student Senators to represent students in the Graduate School.
  - g. 2 Student Senators to represent students in the Huxley College of the Environment.
  - h. 2 Student Senators to represent students in the Woodring College of Education.
  - i. 4 Student Senators to represent students yet to be declared in any specific WWU College, with no intent to declare in the current academic year.
3. The AS Board Assistant for Academic Shared Governance (non-voting member, serving as secretary).
4. The Assistant Director of Student Representation and Governance (non-voting, serving as advisor).

*B. Vacancies*

1. Vacancies will be filled in accordance with Article II, Section C.
2. In the event that no one is elected from one of the designated standings listed in Article IV, Section A, then that position will remain open until appointed by the Senate Pro-Tempore, Vice-Chair, and the AS Board Assistant for Academic Shared Governance and then confirmed with a 2/3<sup>rd</sup> vote of the Student Senate.
3. In the event that a Student Senator is relieved from their position, eligible voting members of the WWU community will be made aware of the vacancy by a formal announcement in the form of direct electronic communication, campus wide posting, or departmental distribution, etc. Applicants will then be reviewed in accordance with Article 4, Section B, and Sub-Section 2.

*C. Student Senator*

A Senator may not serve concurrently as member of the ASBOD. The student must be currently enrolled at WWU and have the correct college standing for the position to which they are seeking election. The student must commit time to Student

Senate business outside of bi-weekly Student Senate meetings (approximately 4 to 6 hours per week). Student Senators should have a strong interest in Western's community and provide a unique perspective to the Student Senate and WWU as a whole.

1. The duties and responsibilities of a Student Senator will be to:
  - a. Attend all meetings of the Student Senate (see Article IV, Section D: Attendance).
  - b. Sit on 1 to 3 AS or University Committees as assigned by the Senate Pro-Tempore and Vice-Chair.
  - c. Serve as an active participant in all Student Senate meetings; come prepared having read appropriate minutes and documents, and bringing finished Committee Reports from any assigned meetings since the last Student Senate meeting.
  - d. Inform the Student Senate on campus and committee activities and other relevant information.
  - e. Submit necessary documents for presentation to the Student Senate, to the Senate Pro-Tempore 1 academic week prior to Student Senate meeting.
  - f. Help coordinate events as designated by the Senate Pro-Tempore, or the Vice-Chair.
  - g. Bring forward issues to the Student Senate that are of concern to the Senators College, or the WWU campus as a whole.
  - h. Be accessible by direct and appropriate communication to meet with constituents from a Senators college as needed.
  - i. Follow any other duties as assigned by the Senate Pro-Tempore, or Vice-Chair, within reason.
  - j. Review and nominate student members for:
    - i. AS Academic Affairs Council.
    - ii. Academic Coordinating Commission.
    - iii. Academic Honesty Board.
    - iv. Academic Technology Committee.
    - v. Admissions and Inter-college Relations Committee.
    - vi. Excellence in Teaching Award Committee.
    - vii. Faculty Outstanding Services Award Committee.
    - viii. Graduate Council.
    - ix. International Programs Advisory Committee.
    - x. Learning Commons Advisory Board.
    - xi. Peter J. Elich Excellence in Teaching Award Committee.
    - xii. Robert T. Kleinknecht Excellence in Teaching Award Committee.
    - xiii. Senate Library Committee.
    - xiv. Student Academic Grievance Board.
    - xv. Student Technology Center Governing Board.
    - xvi. Student Technology Fee Committee.
    - xvii. Teacher Curricula and Certification Council.
    - xviii. Any other committees, as needed or assigned by the Senate Pro-Tempore.

#### *D. Attendance*

Each Senator will be allowed two absences from a Student Senate meeting per quarter, and two absences from an assigned Committee per quarter.

1. Following a third absence, the Student Senator must meet with the Senate Pro-Tempore and the Assistant Director for Student Representation and Governance, and discuss appropriate consequences, including but not limited to;
  - a. Additional Committee assignments.
  - b. Reallocation of Student Senator Stipend.
  - c. Loss of voting privileges for one-cycle of a Student Senate meeting, to be completed immediately following sanctions.
  - d. Recommendation of resignation from the Student Senate.

#### *E. Removal*

Any member of the Student Senate may be relieved from the Student Senate for violating any requirements set forth in these By-Laws, or per the AS Code of Conduct. The process of removal will be a two-meeting process.

1. To remove a Student Senator;
  - a. A Student Senate member may be recommended for removal by 3/4<sup>th</sup> affirmative vote of the seated membership of the Student Senate as an information item; the Student Senators will then have one-week deliberation.
  - b. At the beginning of the following meeting following new business, the Senator in question will have approximately 5 minutes to defend the claims against them. The Student Senate will then vote, and it will require a 3/4<sup>th</sup> vote to relieve the Student Senator from their duties, as well as a 2/3<sup>rd</sup> vote of the ASBOD.

- c. Once a Senator is relieved of duties, it will be the responsibility of the seated members of the Student Senate to assign 1/3<sup>rd</sup> of the Student Senate to draft an official resolution to be released by the conclusion of the following Student Senate meeting on why the aforementioned Student Senator was relieved of duties.
  - d. The Senate Pro-Tempore and Vice-Chair will have the vacant Committee Assignments redistributed by the following Student Senate meeting.
2. To remove the Student Senate Pro-Tempore;
- a. An official motion will be filed by any Student Senator and will be brought to the attention of the Student Senate. The removal process will be the same as it were for a Student Senator, with the exception of a special or urgent Student Senate meeting, to be chaired by the Vice-Chair.
  - b. This proceeding will require a 3/4<sup>th</sup> vote of seated membership, as well as a 2/3<sup>rd</sup> vote of the seated ASBOD.
  - c. The vacancy of the Student Senate Pro-Tempore will be filled in accordance with Article 3, Section E of these By-Laws.

*F. Quorum*

Quorum of the Senate will consist of a simple majority of the voting membership. If a quorum is not present, the Senate Pro-Tempore will table all voting items for the Student Senate, until the next scheduled meeting.

**ARTICLE V  
Meetings**

*A. Meetings*

The Senate will hold bi-weekly meetings on the 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of every month, in consideration of other standing meeting times.

- 1. It is the discretion of the Senate Pro-Tempore and Vice-Chair to hold additional meetings as necessary, in the case of an urgent situation.
- 2. Meetings may be called by any member (voting or non-voting) when agreed upon by quorum of the seated voting membership, in written expression to the Senate Pro-Tempore.
- 3. All meetings conducted by the ASWWU Student Senate will adhere to the Open Public Meeting Act of Washington State, codified in 42.30 RCW.

*B. Rescheduling of Meetings*

- 1. If quorum is met, a simple majority of the Senate may reschedule meetings as needed. If quorum is not met, meetings may be rescheduled according to Article IV, Section F.

**ARTICLE VI  
Voting**

*A. Voting*

In order for an action item or resolution to pass, it must obtain a quorum of the eligible votes cast. An abstention by a Student Senator will not count as a vote cast in favor or against the action item or resolution being voted upon.

- 1. Voting may be done via electronic device, but only with prior approval of the Senate Pro-Tempore and Vice-Chair, and only under irregular or extreme circumstances.
- 2. Voting may not be done by proxy vote, and a student senator is the only one who may cast their vote for official ASWWU Student Senate business.

**ARTICLE VII  
Committees**

*A. Committee Assignments*

1. Each Senator will be appointed by the Senate Pro-Tempore and the Vice-Chair to sit on 1-3 committees within WWU and the AS governance structure.
  - a. These committees include, but are not limited to the:
    - i. Academic Coordinating Commission.
    - ii. Academic Coordinating Commission Executive Board
    - iii. Academic Fee Committee
    - iv. Bottleneck Funding Request Committee
    - v. Career Services Center Advisory Board
    - vi. Center for Service Learning Advisory Board
    - vii. Committee on Undergraduate Education
    - viii. Enrollment Fee Funding Allocation Committee
    - ix. First Year Experience Advisory Committee
    - x. Scholars Week Steering Committee
    - xi. Student Technology Center Governing Board
    - xii. University Planning and Resource Council
    - xiii. University Planning and Resource Council Executive Board
    - xiv. Western Integrity Coalition.
  - b. Student Senators are responsible for attending all assigned committee meetings and developing a report and presenting it to the Student Senate on any items of interest and relevance that were presented, pursuant to Article IV, Section C, and Number 1.
2. Student Senators may serve on additional committees not assigned to them by the Senate Pro-Tempore or the Vice-Chair but may not do so in their official capacity as an AS Student Senator, only as a private student.
3. The ASWWU Student Senate retains the ability to create sub-committees as seen fit by the Senate Pro-Tempore and Vice-Chair, with a vote of 51% of seated membership in the affirmative of said committee creation.

**ARTICLE VIII**  
**Reportage**

*A. Reportage*

The Student Senate will not report to any other body but will provide a report to the Senate Pro-Tempore on request of the ASBOD or the Western Washington University Board of Trustees, in the spirit of shared governance. However, the Student Senators themselves will report on their assigned committees or on the needs of their constituents to the entirety of the Student Senate at the scheduled meetings of the Student Senate.

*B. Referral from the AS Board of Directors*

The ASBOD may refer any matter to the Senate for its consideration, including application of personnel policies. Such referral should occur when the ASBOD wishes to provide for greater student input or allow further time for public comment. The Senate may make recommendations to the ASBOD, via the Senate Pro-Tempore.

*C. Implementation of AS Elections Code Against the ASBOD*

Any Student Senator may choose to bring an item to the Student Senate in regard to any member of the ASBOD or ASWWU Student Senator directly defying or disobeying the AS Elections Code.

1. Such an item will require the immediate attention of the ASWWU Student Senate, who will then create a sub-committee of the Student Senate with the guidance of the Senate Pro-Tempore to conduct an official investigation in coordination with the AS Personnel Office.
  - a. If found guilty of the aforementioned actions by the sub-committee, the accused member of the ASBOD will be subject to consequences at the discretion of the entirety of the ASWWU Student Senate.
  - b. These consequences are subject, but not limited to:
    - i. Issuing a formal apology against actors involved, to be approved by the Student Senate with a 51% vote.
    - ii. A public address to the student body of WWU with a speech, to be approved by a 51% vote of the Student Senate.
    - iii. Loss of certain position privileges, to be determined in coordination with the Assistant Director for Student Representation and Governance and confirmed by a 51% vote of the Student Senate.

- iv. Formal removal of the aforementioned party, to be enforced by the Assistant Director for Student Representation and Governance and the ASBOD and confirmed with a 3/4<sup>th</sup> Student Senate vote.

## **ARTICLE IX Granted Authorities**

### *A. Granted Authorities*

The ASWWU Student Senate shall be granted the authority to fulfill its responsibilities within the provisions set forth herein and to act in any University-related matter not specified within the constraints of University regulations, policies, and procedures. In addition, the ASWWU Student Senate shall also have the following granted authorities:

1. To administer and appropriate monies allocated to the ASWWU by the Services and Activities Fee Committee to ensure continuous, safe, and efficient operations.
  - i. This administration will be done in coordination with the ASBOD prior to each fiscal year, by both bodies electing 20 percent of their seated membership to a co-committee designated to AS budget needs.
2. To appoint student representatives to standing University committees, and other bodies upon request.
3. To be provided by the University Administration all information pertaining to the usage of student fee dollars.
4. To reserve the right to have a student chair, in consultation with the University President or designee, on all committees overseeing and appropriating mandatory and voluntary student fee dollars with the exception to the operating and building fees.
5. To employ students and staff in a manner consistent with those articles, regulations, policies, and procedures of the University and of the Associated Students Student Senate.
6. To allow the ASWWU Student Senate to make decisions in creating and overseeing a program of student activities and services. These decisions agreed upon by the ASWWU Student Senate may be reviewed by the University President or their designee.
7. To reserve the final right to confirm all elected members of the ASBOD, pursuant to a simple majority of seated membership.

All Granted Authorities are subject to Amendment One, Section One under Article XI of the By-Laws.

## **ARTICLE X Books and Records**

### *A. Records*

The Student Senate will keep accurate records and minutes of its proceedings, and will keep a record of its seated membership, with the help of the Student Senate Secretary.

1. These minutes are to be made readily available to the public as soon as is possible, following approval by the ASWWU Student Senate.

## **ARTICLE XI Amendments**

### *A. Amendments*

The Student Senate will have the power to make, alter, and amend the Student Senate Charge and Charter or By-Laws by an affirmative vote of a 3/4<sup>th</sup> majority of the ASWWU Student Senate, and approval by the University President.

### *B. Amendment One, Section One*

The AS WWU Board of Directors and the Western Washington University Board of Trustees shall review, and permanently establish the aforementioned Granted Authorities to the ASWWU Student Senate following a successful academic year of

2018-2019, with consideration to an advisory vote of the Student Senate in favor of the Granted Authorities. To permanently establish the Granted Authorities in consideration to the future of the AS WWU Student Senate, the AS WWU Board of Directors and the Western Washington University Board of Trustees will need a simple majority vote according to their Charge & Charter's, respectively.

1. This vote will be held prior to the end of the 2018-2019 Academic Year.

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

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

**FROM:** President Sabah Randhawa

**DATE:** October 12, 2018

**SUBJECT:** **Consent Items**

**PURPOSE:** Action Items

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**Purpose of Submittal:**

Approval of the university recommendations provided on the consent item agenda.

**Proposed Motion(s):**

MOVED, that the Board of Trustees of Western Washington University, upon the recommendation of the president, approve the following consent items:

- Construction Contract for Multiple Building Access Control, PW728
- Construction Contract for Multiple Building Replacement of Switchgears, Panels, and Motor Controls, PW731

**Supporting Information:**

Materials supporting the consent item agenda are attached.

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

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

**FROM:** President Sabah Randhawa by Vice President Richard Van Den Hul

**DATE:** October 12, 2018

**SUBJECT:** **Construction Contract for Multiple Building Access Control, PW728**

**PURPOSE:** Action Item

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## **Purpose of Submittal:**

Award a construction contract for the Multiple Building Access Control, PW728. Contract award following Board action. Construction to start November 20, 2018.

## **Proposed Motion:**

MOVED that the Board of Trustees of Western Washington University, upon the recommendation of the President, award a contract to DECO/Dutton Electric, Lynnwood, WA, for the amount of \$1,014,611 (base bid, plus alternates 1 and 2) for the construction contract to construct the Multiple Building Access Control.

## **Supporting Information:**

Work on this project includes the conversion of all existing access control doors to the new campus standard access control system. Implementation will require modification and integration into the existing security components. The existing access control system was discontinued some time ago and new components are no longer available, requiring the conversion to the new system for continued operation.

This project was advertised for competitive bidding on September 4, 2018 with the bid opening held 11:00 am, Thursday September 27, 2018. Three (3) bids were received by the University (see attached bid summary). Hargis Engineers Inc., Seattle, WA, prepared the plans and specifications for this project.

During the advertisement phase, Facilities Development staff had extensive outreach to firms, with the intent of promoting MWBE participation. The apparent responsible low bidder did not indicate MWBE participation on their bid. Facilities Development will continue to work with the contractor to enhance MWBE participation during the selection of sub-contractors.

Project award of the contract is also contingent on the approval of the contractor's Responsibility Criteria submittal.

## **Source of Funding:**

State Building Construction Account – Appropriated  
WWU Housing and Dining Funding  
WWU Recreation Department Funding



**BID SUMMARY**

**Job:** PW728 - MB Access Control

**Date:** September 27, 2018

**MACC:** \$1,455,000.00

Alternate		VECA	DECO/Dutton	Valley Electric
No.	Description & Bid Item			
	Base Bid	\$ 834,615.00	\$ 749,542.00	\$ 773,100.00
1	University Residences	\$ 352,854.00	\$ 230,578.00	\$ 264,375.00
2	Wade King Rec Center	\$ 55,383.00	\$ 34,491.00	\$ 48,993.00
3				
4				
5				
6				
<b>Compare to MACC:</b> sub total		\$ 1,242,852.00	\$ 1,014,611.00	\$ 1,086,468.00
8.70% sales tax		\$ 108,128.12	\$ 88,271.16	\$ 94,522.72
Grand Total		\$ 1,350,980.12	\$ 1,102,882.16	\$ 1,180,990.72
Trench & Safety Provisions (inc. in bid)				
<b>Base Bid + Alt 1 + Alt 2</b>				
sub total		\$ 1,242,852.00	\$ 1,014,611.00	\$ 1,086,468.00
8.70%	sales tax	\$ 108,128.12	\$ 88,271.16	\$ 94,522.72
Grand Total		\$ 1,350,980.12	\$ 1,102,882.16	\$ 1,180,990.72

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

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

**FROM:** President Sabah Randhawa by Vice President Richard Van Den Hul

**DATE:** October 12, 2018

**SUBJECT:** **Construction Contract for Multiple Building Replacement of Switchgear, Panels and Motor Controls, PW731**

**PURPOSE:** Action Item

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### **Purpose of Submittal:**

Award a construction contract for the Multiple Building Replacement of Switchgear, Panels and Motor Controls, PW731. Contract award following Board action. Construction to start November 2018.

### **Proposed Motion:**

MOVED that the Board of Trustees of Western Washington University, upon the recommendation of the President, award a contract to DECO/Dutton Electric, Lynnwood, WA, for the amount of \$705,000 (base bid, plus alternates 1 and 2) for a contract to construct the Multiple Building Replacement of Switchgear, Panels and Motor Controls project.

### **Supporting Information:**

Work on this project includes the replacement of antiquated building switchgear, panel-boards and motor control centers in Old Main, Fine Arts, and Arts Annex. The existing gear is past its end of useful life and needs to be replaced as new breakers and other components are no longer commercially available.

This project was advertised for competitive bidding on August 20, 2018 with the bid opening held at 3:00 pm on September 20, 2018. Four (4) bids were received by the University (see attached bid summary).

Hargis Engineers Inc., Seattle, WA, prepared the plans and specifications for this project.

During the advertisement phase, Facilities Development staff had extensive outreach to firms, with the intent of promoting MWBE participation. The apparent responsible low bidder did not indicate MWBE participation on their bid. Facilities Development will continue to work with the contractor to enhance MWBE participation during the selection of sub-contractors.

### **Source of Funding:**

State Building Construction Account – Appropriated

**BID SUMMARY**

**Job:** PW731 - MB Replacement of Switchgear, Panels and Motor Controls  
**Date:** September 20, 2018  
**MACC:** \$774,000.00

Alternate No.	Description & Bid Item	Colvico Inc.	VECA	DECO/Dutton	Valley Electric
	Base Bid	\$ 816,686.00	\$ 692,314.00	\$ 535,000.00	\$ 1,634,000.00
1	Replace OM Emergency Power Panels	\$ 89,089.00	\$ 42,927.00	\$ 73,000.00	\$ 110,900.00
2	Replace OM Non-Emergency Power Panels	\$ 158,246.00	\$ 147,348.00	\$ 97,000.00	\$ 455,500.00
3					
4					
5					
6					
<b>Compare to MACC: sub total</b>		\$ 1,064,021.00	\$ 882,589.00	\$ 705,000.00	\$ 2,200,400.00
8.70% sales tax		\$ 92,569.83	\$ 76,785.24	\$ 61,335.00	\$ 191,434.80
Grand Total		\$ 1,156,590.83	\$ 959,374.24	\$ 766,335.00	\$ 2,391,834.80
Trench & Safety Provisions (inc. in bid)					
<b>Base Bid + Alt 1 + Alt 2</b>					
sub total		\$ 1,064,021.00	\$ 882,589.00	\$ 705,000.00	\$ 2,200,400.00
8.70%	sales tax	\$ 92,569.83	\$ 76,785.24	\$ 61,335.00	\$ 191,434.80
Grand Total		\$ 1,156,590.83	\$ 959,374.24	\$ 766,335.00	\$ 2,391,834.80

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

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

**FROM:** Board Finance, Audit and ERM Committee and President Sabah Randhawa

**DATE:** October12, 2018

**SUBJECT:** **Approval of FY18 Internal Audit Annual Report**

**PURPOSE:** Action Item

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**Purpose of Submittal:**

To obtain the Board of Trustees' approval of the FY18 Internal Audit Annual Report. Note that the FY18 Internal Audit Annual Report includes the final progress report on the FY18 Office of the Internal Auditor Activity, the FY19 Internal Audit Plan, and other FY18 annual reporting topics.

**Proposed Motion:**

*MOVED*, that the Board of Trustees of Western Washington University, upon the recommendation of the Board of Trustees Finance, Audit, and Enterprise Risk Management Committee and President Randhawa, approve the FY18 Internal Audit Annual Report.

**Documents Attached:**

The following document is attached:

- FY18 Internal Audit Annual Report.

**Internal Audit Annual Report  
for  
Fiscal Year Ended June 30, 2018**



**Office of the Internal Auditor  
Western Washington University**

**October 12, 2018**

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# Western Washington University Office of the Internal Auditor

## FY 2018 ANNUAL REPORT

### BACKGROUND

The Finance, Audit, and Enterprise Risk Management (FARM) Committee of the Board of Trustees assists the Board of Trustees in fulfilling its responsibility for oversight of the following:

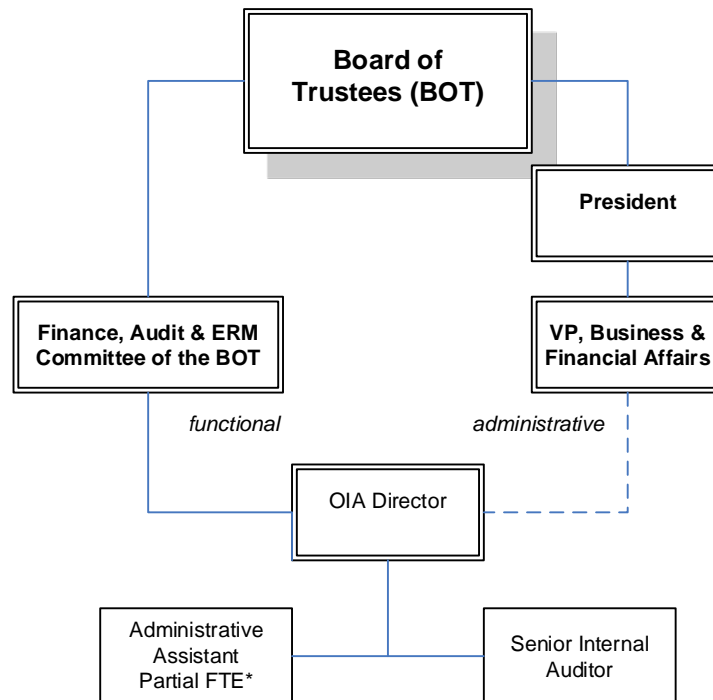
- The integrity of the university's financial operations, physical plant, and financial health;
- The quality and integrity of the accounting, auditing, and reporting practices of the university, with a particular focus on effective internal controls, advising the university on business and financial risk as identified in any audit process, and compliance with significant applicable legal, ethical, and regulatory requirements;
- The identification, assessment, monitoring and response to enterprise risks, in fulfillment of the university's mission and strategic plan.

The FARM Committee Charter identifies the following oversight responsibilities for the Internal Audit Program:

- Annually review the Internal Audit Charter and make recommendations to the Board of Trustees.
- Participate in the annual audit planning risk assessment process. Review and make recommendation to the Board of Trustees for approval of the risk-based annual audit plan.
- At least four times a year on such dates as specified by the committee chair, receive updates from the Office of the Internal Auditor on the status of the annual audit plan and other matters. Receive and review all reports issued by the Office of the Internal Auditor and ensure that management responds appropriately to issues raised.
- Ensure that the internal audit function has an external quality assurance review every five years at a minimum or a lesser period of time at the discretion of the committee. Review the results of the independent external quality assurance review and periodic internal assessments, and monitor the implementation of the action plans to address recommendations raised.
- Review and concur with the president on the appropriate organizational structure, staffing and budget for the Office of the Internal Auditor to ensure functional independence and to enable it to effectively carry out the internal audit program's responsibilities.
- Review and make recommendations as appropriate related to the president's appointment, evaluation, replacement, reassignment, remuneration or dismissal of the director of the Office of the Internal Auditor.
- Meet with the director of the Office of the Internal Auditor in private session to discuss any matters the Committee or internal audit believes should be discussed privately.

The Office of the Internal Auditor (OIA) organizational structure provides independence in accordance with the *Institute of Internal Auditor's International Professional Practices Framework*. Two professional audit staff will serve Western Washington University (WWU) during FY 2019.

## Western Washington University Office of the Internal Auditor (OIA), Organization Chart



\*Also supports Assistant Attorney General's & Risk, Compliance and Policy Services

The director of the OIA reports functionally to the FARM Committee, which directs the planning, execution, and results of audit activities. The purpose of Western Washington University's (WWU's) Office of the Internal Auditor (OIA) is to provide independent, objective assurance and consulting services designed to add value and improve WWU's operations. The mission of the OIA is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. The OIA helps WWU accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

The OIA Charter directs that the OIA report to the FARM Committee regarding:

- The OIA's purpose, authority, and responsibility (i.e., Office of the Internal Auditor Charter).
- The OIA's risk-based annual audit plan and performance relative to its plan, interim changes to the plan, and other matters including the results of engagements or other activities.
- Sufficiency of OIA's budget and resources.
- Any interference or unwarranted restrictions on OIA's authorized access and activities.
- The OIA's organizational independence and OIA Internal Auditor's objectivity.



- The results of Quality Assurance and Improvement Program (QAIP) internal and external assessments.
- The OIA's conformance with State Administrative & Accounting Manual (SAAM) Chapter 22 Internal Auditing and Revised Code of Washington (RCW) 43.88.160.
- Significant risk exposures and control issues, including fraud risks, governance issues and other matters requiring the attention of, or requested by, the Committee.
- Whether appropriate actions have been taken on significant OIA findings and/or any response to risk by management that may be unacceptable to WWU.

The OIA reports to the FARM Committee throughout the year to comply with the OIA Charter requirements and to assist the committee with their governance and internal audit oversight responsibilities outlined in the FARM Committee Charter.

The FY 2018 Annual Report provides the FARM Committee, as well as, the Board of Trustees and senior management with an update on the following topics:

- Final Progress Report for the FY 2018 Annual Audit Plan
- FY 2019 Annual Audit Plan
- Other Annual Reporting Topics, including
  - Confirmation of Independence
  - Conformance with SAAM Chapter 22 and RCW 43.88.160
  - Sufficiency of resources

# FY 2018 FINAL PROGRESS REPORT

## SUMMARY

The FY 2018 Final Progress Report provides an update on the reports resulting from the risk-based audit plan, progress relative to the plan, and interim changes to the plan and OIA’s responsibilities.

## REPORTS AND MEMORANDUMS – FISCAL YEAR ENDED 06/30/2018

Report or Memorandum <i>Issue Date</i>	Assurance Provided Based Upon Procedures Performed
Quality Assurance Improvement Program (QAIP) Periodic Internal Assessment Governance <i>October 12, 2017</i>	Governance review identified opportunities for improvement including the need to establish an internal audit procedural manual, develop an internal audit strategic plan and vision, and to complete needed updates to the Internal Audit and Audit Committee Charters.
Woodring College of Education Consulting Memorandum  <i>December 7, 2018</i>	OIA assisted Human Resources in a review of allegations of outside business activities by an employee. OIA reviewed computer and electronic files related to these activities and provided a memorandum summarizing results to the assistant vice president for Human Resources and ethics officer and associate director of Human Resources Department for follow up.
Music Department Irregularity  <i>December 14, 2017</i>	OIA determined that allegations related to theft/ misappropriation were not supported. OIA did note ethics violations and opportunities to improve staff management. A memorandum summarizing the results of this engagement was presented to the ethic’s officer and Human Resources for follow up.
Registrar’s Office Audit  <i>December 20, 2017</i>	The final report provided eight recommendations aimed at helping ensure that student enrollment records are processed, retained and reported in a consistent manner that complies with federal, state, and university requirements.
QAIP Periodic Internal Assessment -Internal Audit Staff-  <i>February 8, 2018</i>	The OIA’s QAIP periodic internal assessment found that the OIA “Generally Conforms” to the Internal Audit Staff-related Standards. The OIA did note opportunities to improve OIA’s readiness for an external Quality Assurance Assessment by documenting and incorporating certain proficiency, due professional care and continuing professional education practices.
Inappropriate Hiring Practice Special Investigation  <i>April 3, 2018</i>	Investigated hiring practices related to a direct appointment that were questioned by two anonymous complaints. Assessed whether the appointment complied with WWU policy and federal law. OIA made recommendations for policy and procedure improvements which management is implementing.
QAIP Periodic Internal Assessment -Internal Audit Management-  <i>April 12, 2018</i>	The OIA’s QAIP periodic internal assessment found that the OIA “Generally Conforms” to the Internal Audit Management-related Standards. We found that the OIA had not completed certain governance reviews required by the Standards such as review of the ethics program and IT governance. We also noted that that the OIA policy and procedures manual needs to be updated and the OIA Strategic Plan need to be completed prior to an external review. The OIA also needs to formalize the process for escalating OIA’s concerns with management’s acceptance of an unacceptable level of risk.

Report or Memorandum <i>Issue Date</i>	Assurance Provided Based Upon Procedures Performed
Updated the Office of the Internal Auditor Charter <i>April 13, 2018</i>	The Charter was updated to ensure compliance with current Internal Audit Standards.
President's Expense Reviews <i>FY 2018</i>	Reviewed the President's state-funded travel expense reimbursements for FY 2018, expenses appeared appropriate and properly processed.

## AUDIT PLAN PROGRESS

Service Area: Assurance	
Topic Status	Audit Plan Progress Comments
Registrar's Office Audit <b>Complete</b>	<b>Complete.</b> The Registrar's Office Audit Report was issued on December 20, 2017.
Clery Act Reporting	<b>Reporting.</b> Reviewing the effectiveness of operational and administrative controls to ensure compliance with the Clery Act requirements. Divided work into three phases: 1) Policy Statements, 2) Notifications, and 3) Data Collection, Publication & Submissions. All work is completed, and the report is in progress.
Human Subjects Research Compliance <b>Postponed</b>	<b>Postponed.</b> Planned to provide assurance regarding compliance with Human Subjects Research requirements. New requirements go into effect July 2018 and management has requested that an assurance audit be conducted shortly thereafter. Topic to be included in FY 2019 Annual Audit Plan
Enrollment and Student Services (ESS) – related <b>Postponed</b>	<b>Postponed.</b> This project will be postponed to fiscal year 2019 to accommodate management's request to add a Title IX assurance project to the fiscal year 2018 annual plan. Topic to be included in FY 2019 Annual Audit Plan.
Information Technology Risk Assessment <b>Not Started</b>	<b>Not Started.</b> Plan to work collaboratively with the new chief information security officer (CISO) to identify key risk areas. CISO recruitment currently in process. Topic to be included in FY 2019 Annual Audit Plan.
Quarterly Review of President's Expenses <b>Complete</b>	<b>Complete.</b> Completed reviews for quarters ended 9/30/2017, 12/31/3/31/2018 & 6/30/2018. The President's state-funded travel reimbursements appear appropriate and properly processed.
Title IX Assurance Review <b>Added &amp; Reporting</b>	<b>Added &amp; Reporting.</b> During the fourth quarter of FY 2018, Management requested that OIA add a Title IX assurance review. The ESS-related assurance project was postponed to accommodate this request. The draft report is complete and will be finalized shortly.

Service Area: Consulting	
Topic Status	Audit Plan Progress Comments
Consulting <b>On-going</b>	<b>On-going.</b> OIA provided assistance with 33 consulting engagements for approximately 233 hours through 6/30/2018 for the fiscal year ended June 30, 2018.

Service Area: Investigations	
Topic Status	Audit Plan Progress Comments
Music Department <b>Complete</b>	<b>Complete.</b> A summary memorandum was issued December 14, 2017.
Woodring College of Education <b>Complete</b>	<b>Complete.</b> A consulting summary memorandum was issued December 7, 2017.
Confidential Complaints, Inappropriate Hiring Practice <b>Complete</b>	<b>Complete.</b> Complaints received via the Office of Internal Auditor Website confidential email function on February 1, 2018. Work completed during February 2018. A Summary memorandum issued April 3, 2018.
Confidential Complaints <b>On-going</b>	<b>On-going.</b> During FY 2018, the OIA received and investigated (as needed) four confidential complaints.

Service Area: Follow Up	
Topic Status	Audit Plan Progress Comments
Follow Up <b>Reporting</b>	<b>Reporting.</b> Management has provided information on the completion status for the majority of previously outstanding recommendations (approximately 220). Next steps include validating management reported status and updating list of open recommendations as well as compiling a summary memorandum.

Service Area: Department Management	
Topic Status	Audit Plan Progress Comments
QAIP -Governance Processes- <b>Complete</b>	<b>Complete.</b> A summary memorandum was provided during the October 12, 2018, Committee meeting.
QAIP -Mgmt. Internal Audit Staff- <b>Complete</b>	<b>Complete.</b> A summary memorandum was provided for the February 8, 2018, Committee meeting.
QAIP -Internal Audit Management- <b>Complete</b>	<b>Complete.</b> A summary memorandum will be provided for the April 12, 2018, Committee meeting.
QAIP Periodic Self-Assessment -Internal Audit Process- <b>Postponed</b>	<b>Postponed.</b> This project was postponed to fiscal year 2019 to accommodate management's request to add a Title IX assurance project to the fiscal year 2018 annual plan.
Risk Assessment and FY19 Annual Plan <b>Reporting</b>	<b>Reporting.</b> Draft Reports completed. Planned review and recommendation to the Board of Trustees by the committee during the August 23, 2018 meeting. Review and approval by Board of Trustees anticipated for the October 12, 2018 Board of Trustees meeting.

## INTERIM CHANGES TO THE AUDIT PLAN

Topic: Communicating Interim Changes to the Audit Plan	
Interim Change	Audit Plan Progress Comments
<b>Add Assurance Project</b> Title IX <b>Postponed</b> ESS-related assurance project & QAIP Internal Audit Process Dept. Mgmt. project	During April 2018, Management requested and the OIA agreed to add an unplanned assurance project (Title IX) to the Board of Trustees approved FY 2018 annual internal audit plan. The OIA postponed the ESS-related assurance project and the QAIP Internal Audit Process review to accommodate this request.
<b>Postpone Assurance Project</b> Research-related	A research-related project was included in the approved FY 2018 annual plan. Management requested that OIA provide assurance regarding compliance with Human Subjects Research requirements. New requirements go into effect July 2018, and the assurance audit is planned to be conducted shortly thereafter.

## INTERIM CHANGES TO OIA'S RESPONSIBILITIES

Topic: Communicating Additions to OIA'S Responsibilities	
Interim Change	Audit Plan Progress Comments
<b>Loss Reporting to the State Auditor's Office</b>	On April 11, 2018, WWU's procedure (PRO-U5315A), Reporting Loss of University Funds or Property, was updated to designate that the director of the Office of the Internal Auditor as responsible for tracking, investigating and reporting WWU losses to the State Auditor's Office.
	During FY 2018, the OIA received, investigated (as needed), and reported eleven loss incidents to the State Auditors' Office.
<b>Ethics Officer</b>	On May 9, 2018, WWU's president appointed the director of the Office of the Internal Auditor as the university's ethics officer. Assigned duties include: <ol style="list-style-type: none"> <li>1) Administration of Ethics Program,</li> <li>2) Receipt, investigation, and resolution of ethics complaints,</li> <li>3) Adoption and maintenance of suitable recordkeeping processes, and,</li> <li>4) Periodic reporting of ethics complaints.</li> </ol>
	During FY 2018, the OIA received, investigated (as needed), and responded to eleven ethics complaints, questions and/or other inquiries.

# FY 2019 ANNUAL INTERNAL AUDIT PLAN

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## **Purpose**

The purpose of the Annual Internal Audit Plan (Plan) is to outline internal audits, and other activities the Western Washington University (WWU) Office of the Internal Auditor (OIA) will conduct during July 1, 2018, through June 30, 2019 (FY 2019).

## **Background and Responsibilities**

The Internal Audit Plan is developed to satisfy responsibilities established by the Board of Trustees, Finance, Audit, and Enterprise Risk Management Committee (“Committee”) Charter, the Office of the Internal Auditor Charter, WWU Policy POL-U1500.01, and the International Standards for the Professional Practice of Internal Auditing (“Internal Audit Standards”).

By definition, internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization’s operations in the efficient and effective discharge of their responsibilities. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

In order to meet these internal auditing responsibilities, the OIA develops a risk-based audit plan annually to deploy audit resources in an effective and efficient manner. The Committee reviews and recommends the Internal Audit Plan to the WWU Board of Trustees for approval and monitors OIA’s progress compared to the plan and any significant adjustments to the plan.

The Plan includes provisions for the four types of OIA’s audit services:

1. **Assurance Services:** Assurance services are objective reviews of evidence for the purpose of providing an independent assessment. The scope and nature of assurance services includes reviewing and evaluating for: operational efficiencies and effectiveness; reliability of financial and operational systems; adequacy and clarity of policies and procedures; compliance with university policy and state and federal law; safeguarding of assets; and accomplishment of objectives and goals.
2. **Consulting Services:** Consulting services are advisory, and other service activities include counsel, advice, facilitation, process design and limited training. The objective of consulting services is to add value in the development or modification of processes, procedures, and controls to minimize risk and achieve objectives.
3. **Investigations:** Investigations evaluate allegations of unethical business practices and financial and operational misconduct to determine if allegations are substantiated and to prevent future occurrences.
4. **Follow-up Engagements:** Follow-up engagements evaluate plans and actions taken to correct reported conditions.

The Plan also includes provisions for OIA management projects that are required to be completed by Internal Audit Standards:

1. **QAIP Assessments:** The OIA is also responsible for maintaining a quality assurance, and improvement program (QAIP) and the Plan includes provisions for periodic internal self-assessments and preparations for an external assessment that will be conducted by an assessment team from outside the University.
2. **Annual Audit Plan:** To comply with Internal Audit Standards the OIA must establish a risk-based plan of engagements at least annually to help determine the priorities of the internal audit activity, consistent with WWU's goals.

For FY 2019, loss reporting and ethics officer duties assigned to the director of the Office of the Internal Auditor during FY 2018 were also incorporated into the plan.

Factors considered in setting the FY 2019 audit priorities included WWU's management input on desired audit topics/perceived risk areas, the last time the unit was audited, industry trends and topics, the WWU's Strategic Goals and Objectives, and compliance with the authoritative guidance promulgated by the Institute of Internal Auditors.

## RESULTS

See below for the FY 2019 Annual Internal Audit Plan:

<b>Western Washington University (WWU), Office of the Internal Auditor (OIA)</b>	
<b>FY 2019 Annual Internal Audit Plan</b>	
<b>Service Area</b>	<b>Activity</b>
<b>Assurance</b>	<ul style="list-style-type: none"> <li>➤ <b>Clery Compliance – FY18 carryforward</b></li> <li>➤ <b>Title IX – FY18 carryforward</b></li> <li>➤ <b>Research topic to be determined</b></li> <li>➤ <b>Information Technology topic to be determined</b></li> <li>➤ <b>Enrollment &amp; Student Services topic to be determined</b></li> <li>➤ <b>Quarterly Review of President’s Expenses</b></li> </ul>
<b>Consulting</b>	<ul style="list-style-type: none"> <li>➤ <b>Serve on various committees in an advisory capacity.</b></li> <li>➤ <b>Conduct trainings on ethics, fraud prevention, and awareness.</b></li> </ul>
<b>Investigations</b>	<ul style="list-style-type: none"> <li>➤ <b>Administer the University Ethics and Fraud Hotline.</b></li> <li>➤ <b>Complete internal investigations as requested.</b></li> <li>➤ <b>Serve as a liaison and resource for external investigations.</b></li> </ul>
<b>Follow-up</b>	<ul style="list-style-type: none"> <li>➤ <b>Follow up on open audit recommendations.</b></li> </ul>
<b>Loss Reporting</b>	<ul style="list-style-type: none"> <li>➤ <b>Receive, investigate (as needed), and report loss incidents to the State Auditor’s Office.</b></li> </ul>
<b>Ethics Officer Duties</b>	<ul style="list-style-type: none"> <li>➤ <b>Administer the Ethics Program</b></li> <li>➤ <b>Receive, investigate, and resolve ethics complaints</b></li> <li>➤ <b>Adopt and maintain suitable recordkeeping processes, and</b></li> <li>➤ <b>Report periodically on ethics complaints</b></li> </ul>
<b>OIA Management</b>	<ul style="list-style-type: none"> <li>➤ <b>Administer OIA Quality Assurance and Improvement Program (QAIP) by completing periodic internal assessments, following up on previous findings, and preparing for the external Quality Assurance Review.</b></li> <li>➤ <b>Prepare Internal Audit Annual Reports and Annual Internal Audit Plans.</b></li> <li>➤ <b>Prepare Quarterly Internal Audit Plan Progress Reports.</b></li> </ul>



## **OTHER ANNUAL REPORTING TOPICS**

### ***Confirmation of Independence***

The Office of the Internal Auditor confirms its organizational independence to the Board of Trustees FARM Committee.

- ✓ The director of the Office of the Internal Auditor had direct and unrestricted access to senior management.
- ✓ The director and staff performed their work objectively – no quality compromises were made, and judgment on audit matters was not subordinated to any others in the organization.
- ✓ The director and staff had no conflict of interest situations and did not perform operational duties or make management decisions external to the OIA.
- ✓ OIA had no impairments to organizational independence such as scope limitations; restrictions on access to records, personnel, properties; or resource limitations.

Please see below for the Institute of Internal Auditors Standards for Independence:

❖ ***1100 – Independence and Objectivity***

The internal audit activity must be independent, and internal auditors must be objective in performing their work.

❖ ***1110 – Organizational Independence***

The chief audit executive must report to a level within the organization that allows the internal audit activity to fulfill its responsibilities. The chief audit executive must confirm to the board, at least annually, the organizational independence of the internal audit activity.

❖ ***1111 – Direct Interaction with the Board***

The chief audit executive must communicate and interact directly with the board.

❖ ***1120 – Individual Objectivity***

Internal auditors must have an impartial, unbiased attitude and avoid any conflict of interest.

❖ ***1130 – Impairment to Independence or Objectivity***

If independence or objectivity is impaired in fact or appearance, the details of the impairment must be disclosed to the appropriate parties. The nature of the disclosure will depend upon the impairment.

### ***Conformance with SAAM Chapter 22 and RCW 43.88.160***

The president and the director of the Office of the Internal Auditor signed and submitted an annual internal audit certification to the State Office of Financial Management during August 2018. By signing the certification, they certified that they are responsible for establishing and maintaining an internal audit program in accordance with RCW (Revised Code of Washington) 43.88.160(4) and SAAM (State Administrative & Accounting Manual) Chapter 22.

### ***Sufficiency of resources***

During FY 2019 Staffing resources will be benchmarked against comparable institution to ensure consistency with industry standards.

## **REVIEW AND RECOMMENDATION**

The FY 2018 Internal Audit Annual Report has been reviewed and recommended by the Finance, Audit, and ERM Committee for approval by the WWU Board of Trustees on August 23, 2018.

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

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

**FROM:** President Sabah Randhawa

**DATE:** October 12, 2018

**SUBJECT:** Title IX Internal Audit Report


**PURPOSE:** Discussion Item

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**Purpose of Submittal:**

The purpose of this submittal is to provide the Board of Trustees with an overview of the Title IX Internal Audit, management's response to the Title IX Internal Audit Report's recommendations, and management's plans for improving Western's efforts in preventing and responding to sexual violence and sexual misconduct.

**MEMORANDUM**

**TO:** Sabah Randhawa, President  
**FROM:**   
Antonia Allen, Director, Office of the Internal Auditor  
**DATE:** September 26, 2018  
**SUBJECT:** Title IX Discrimination Complaint Process - Limited Scope Review

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At your request, the Office of the Internal Auditor (OIA) has completed a limited scope review of the practices related to the administration of Title IX sexual harassment and sexual violence discrimination complaints (Title IX complaints).

**Background**

Sue Guenter-Schlesinger, Vice Provost for the Equal Opportunity Office (EOO), among her other responsibilities, serves as the University's Title IX Coordinator. The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX, and also, oversees all complaints of sexual harassment and sexual violence, as well as identifies and addresses any patterns or systematic problems that arise during the review of complaints.

Title IX operations report to the President and as of June 30, 2018, included the following positions associated with Title IX complaint process: the Vice Provost for EOO, an Assistant Director for EOO (Vacant as of Fall 2017), and a Title IX Investigator (Hired January 2017, Resigned April 2018, and new hire June 2018).

Title IX of the Patsy T. Mink Education Opportunity Act of 1972 ([Title IX](#)) prohibits discrimination based on sex in any educational program or activity that receives financial support from the Federal government. Title IX is enforced by the U.S. Department of Education's Office for Civil Rights (OCR). The OCR's Dear Colleague Letter on Sexual Violence (April 4, 2011) clarified that sexual harassment includes sexual misconduct, sexual assault, and sexual violence and that these are all violations of civil rights laws and constitutes discrimination under Title IX for students and employees in educational institutions.

On September 22, 2017, the OCR withdrew previous statements of policy and guidance on sexual violence and instead issued a [Q&A on campus sexual misconduct](#), while it engages in rulemaking on this topic. While OCR's revised rulemaking is in process, Western Washington University (WWU) has chosen to continue to rely heavily, but not exclusively, on the previous guidance, included in OCR's :

- [Dear Colleague Letter on Sexual Violence \(April 4, 2011\)](#), and
- [Questions and Answers on Title IX and Sexual Violence \(April 29, 2014\)](#)

There are two processes used by the EOO to resolve concerns of discrimination including sexual harassment: informal resolution and formal complaint.

- **Informal Resolution** - The Informal Resolution process occurs when the complainant discusses concerns with the party or parties involved and/or with the appropriate supervisor or department chair. The complainant may request that the EOO assist in this process and in seeking a satisfactory resolution. When this is requested, EOO's informal resolution techniques include mediation and negotiation techniques. Informal resolution of a concern does not result in a finding or not of discrimination; rather it is intended to bring the parties together in resolving the concern to the aggrieved party's satisfaction. The aggrieved party can at any time file a formal discrimination complaint.
- **Formal Complaint** - A formal complaint begins when the complainant or, EOO on the complainant's behalf, submits a complaint form to the EOO that includes a written statement of the alleged act or acts of illegal discrimination. The EOO then conducts a formal investigation of the complaint and prepares a summary investigation report. The EOO provides the investigation report to the Student Conduct Officer for investigations with a student respondent and to the appropriate Vice President for an employee respondent. The Student Conduct Officer or Vice President applies sanctions based upon the findings included in the investigation report.

In the Fall of 2016, EOO was assigned sole responsibility for investigating sexual misconduct, student-on-student complaints. Previously the Office of Student Life (OSL) investigated the vast majority of Title IX discrimination complaints for cases involving student respondents, although students, faculty, and staff still had a right to file a Title IX discrimination complaint with the EOO. EOO administers the discrimination complaint process in accordance with WWU's Discrimination Complaint Procedure ([PRO-U1600.02A](#)). WWU's policies on Preventing and Responding to Sex Discrimination ([POL-U1600.04](#)) and Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation ([POL-U1600.02](#)) provide additional guidance on administering Title IX complaints, including cases of sexual misconduct, among other types of discrimination complaints based on protected characteristics.

According to the Discrimination Complaint Procedure, the University is committed to resolving complaints of illegal discrimination at the earliest and most informal level, conducting internal investigations in a timely and effective manner, adhering to the principles of due process in all investigations and hearings, and providing prompt corrective action if discrimination is found to have occurred. No individual shall be penalized or retaliated against in any way by a member of the University community for his or her participation in this complaint procedure.

During the period of review (September 1, 2016, through June 30, 2018) there were 33 discrimination formal complaint forms completed and submitted to EOO. The complaints were categorized as follows:

Type of discrimination	Number of Complaint Forms
Title IX (student-on-student or employee-on student sexual harassment)	21
Title VII of the Civil Rights Act of 1964 (employee-on-employee harassment)	3
National Origin/Race	4
Disability	2
The form was filled out in error	3
	33



For the 21 Title IX complaint forms, the respondents/complainants were categorized as follows:

Respondent-on-Complainant type	Number of Title IX Complaint Forms
Employee-on-Student	7
Student-on-Student	14
Total Title IX Complaint Forms	21

EOO initiated investigations for the 21 Title IX discrimination complaints received during the review period. As of June 30, 2018, 15 of the 21 investigation reports were completed.

### Objectives and Scope

The objectives of this engagement were to determine how Title IX sexual harassment and sexual assault complaints have been administered by EOO for students, staff, and faculty and to compare WWU's complaint administration practices to OCR's guidance to identify opportunities for improvement.

The scope of this review was limited to include:

- Title IX sexual harassment and sexual assault complaints that originated after EOO was assigned sole responsibility for investigating student-on-student Title IX complaints in the Fall of 2016.
- The steps in the Title IX discrimination complaint process from the receipt of the formal complaint form to the imposition of sanctions.
- Analysis of WWU's compliance with the following procedural elements that the OCR has identified as critical to achieving compliance with Title IX:
  1. Notice to students, and employees of the grievance procedures, including where complaints may be filed;
  2. Application of the procedures to complaints filed by students or on their behalf alleging sexual violence carried out by employees, other students, or third parties;
  3. Provisions for adequate, reliable, and impartial investigation of complaints;
  4. Designated and prompt time frames for the complaint process;
  5. Written notice to the complainant and alleged perpetrator of the outcome of the complaint.

The review did not include an analysis of WWU's compliance with the following OCR-identified critical procedural element, as this element was deemed to occur after the imposition of sanctions and therefore outside the scope of the review:

6. Provides assurance that the schools will take steps to prevent recurrence of any sexual harassment and remedy discriminatory effects on the complainant and others, if appropriate.

Our engagement procedures included the following:

- Developing an understanding of how Title IX complaints were administered during the review period by interviewing key staff and reviewing supporting documentation including complaint logs, complaint forms, investigation reports, and other supporting documentation.
- Developing an understanding of WWU's policies and procedures, OCR's guidance and other best practices for administering Title IX complaints.

- Analyzing whether WWU's complaint practices and procedures include the in-scope OCR-identified critical procedural elements necessary to achieve Title IX compliance.
- Comparing WWU's Title IX policies, procedures, and practices to OCR guidance for Title IX complaint administration to help identify opportunities for improvement.

The fieldwork took place from May through July 2018 and focused on events and transactions from September 1, 2016, through June 30, 2018.

Our test work and conclusions are based upon representations made to us by management, which were verified on a judgmental basis. OIA plans to perform a follow-up engagement in 2019.

## Conclusions

During our engagement we noted opportunities for improvement of the administration of WWU's Title IX discrimination complaint process by effective incorporation of the following critical elements:

- The application of the WWU's complaint procedures to the complaints filed.
- Prompt time frames for the resolution of the complaint process.
- Written notice to the complainant and alleged perpetrator of the outcome of the complaint when the complainant is a student, and the respondent is an employee.

Nothing came to our attention to indicate that the other OCR-identified Title IX critical elements within the scope of this audit were not effectively incorporated into the administration of WWU's Title IX discrimination complaint procedures.

Implementing the following recommendations should decrease the likelihood of internal control weaknesses in the Title IX discrimination complaint process in the future.

## Recommendations

### 1. Update WWU's Title IX Discrimination Complaint Procedures to reflect actual practices.

WWU's Discrimination Complaint Procedure (Procedure) was last revised on April 11, 2013. We found that the Procedure had not been updated to reflect certain actual practices. For example, the Procedure did not include details on the actual practice of how student-on-student sanctions are administered by the OSL and the Student Conduct Officer, although this information is contained in WWU's policy on Preventing and Responding to Sex Discrimination (POL-16004.04). Another example of a needed update is that WWU's procedure includes provisions for an EOO jurisdiction determination including providing an extra ten working days for this decision. In practice, there is no jurisdiction decision after the complaint form is filled out.

A critical element of Title IX discrimination complaint procedures is the application of the procedures to the complaints filed. WWU's complaint procedure applied to complaints should reflect the actual and prescribed procedures.

Written procedures that do not accurately communicate current prescribed and actual practice could lead to miscommunication, training and consistency problems.

The Vice Provost EOO has been working on updating the discrimination procedures but has not yet finalized the revisions.

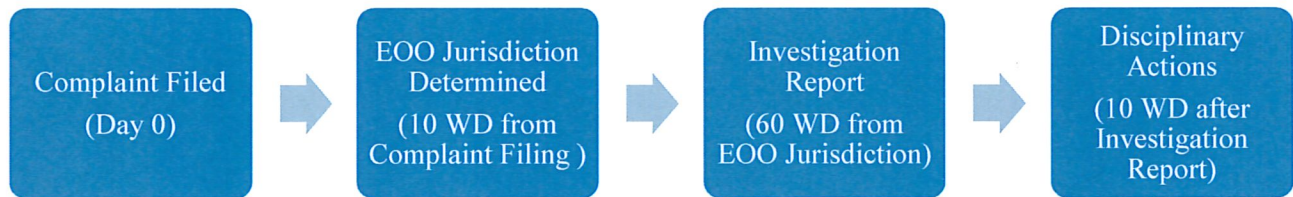
We recommend that management finalize updates to WWU's Title IX Discrimination Complaint Procedures to reflect actual and proscribed practices.

**Management Response:**

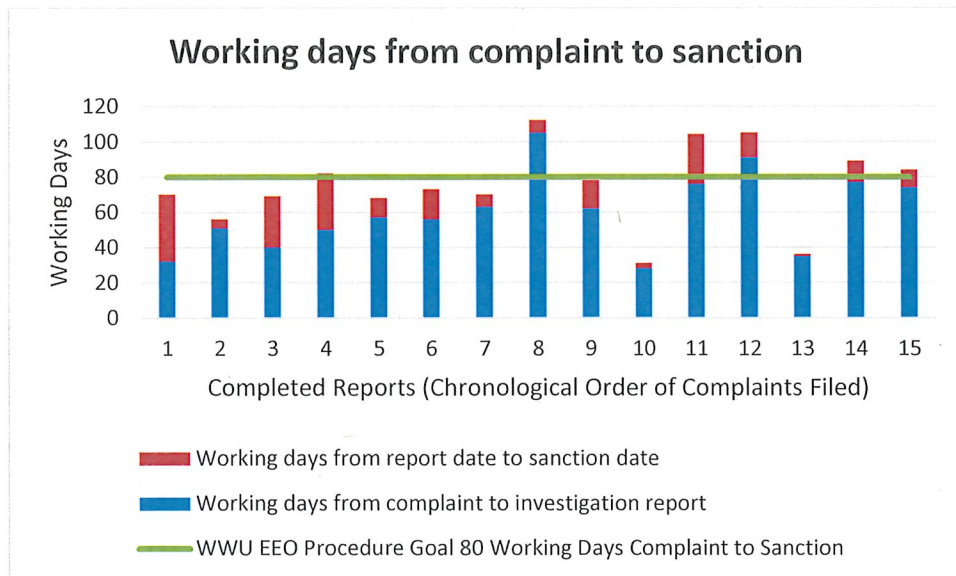
Management concurs with this recommendation. The Discrimination Complaint Procedure has been under revision for some time and the Equal Opportunity Office (EEO) has developed an initial draft, which is now being vetted with major stakeholders. Further vetting will occur with additional stakeholders before finalization of this Procedure no later than January 2019. This revision aims at accurately reflecting actual practices in both informal resolutions and formal investigations. It also provides a clear and more prompt time frame for all aspects of this process, which includes from the date a complaint is signed, through the initial sanctions/disciplinary actions. Further, it also more specifically outlines notification responsibilities of Deans, Vice Presidents, and the Office for Student Life (OSL)

**2. Ensure procedures and practice provide for prompt time frames for resolution of complaints.**

WWU's Discrimination Complaint Procedure (PRO-U1600.02A) provides for up to 80 working days (WD) to complete the Title IX complaint process; including 60 working days to complete the investigation, and ten working days each for the EEO jurisdiction decision and disciplinary actions. A chronological view of the time frames specified in the Procedure is included below:

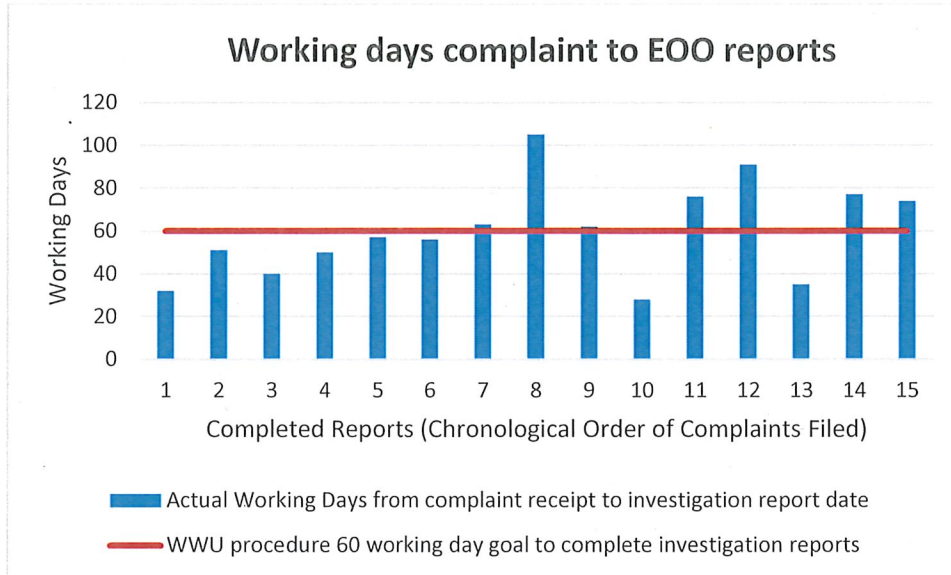


Please see the chart below for a depiction of the number of working days it took to complete the entire investigation process for the 15 investigations started and completed during the review period. The horizontal line reflects the 80 working days that are provided in the Procedure to complete the investigation process.





The chart below provides information on the number of working days from formal complaint receipt to the investigation report for the 15 completed reports. Note that the horizontal line reflects the discrimination complaint procedural goal of completing investigation reports within 60 working days.



OCR’s Q&A on Title IX and Sexual Violence (April 29, 2014), identifies 60 calendar days as a prompt time frame for the entire investigation process which includes initial fact-finding through imposing sanctions.

Please see the chart below for a depiction of the number of calendar days that it took to complete the entire investigation process for the 15 investigations started and completed during the review period. The horizontal line reflects the 60 calendar days that are considered by OCR to be a prompt time frame for resolving complaints.



The OCR's 2011 Dear Colleague Letter and 2014 Question and Answers on Title IX and Sexual Violence provide guidance that **60 calendar days** is a reasonably prompt time frame for completing investigations from receipt of the complaint to the imposition of sanctions. Please see excerpts of specific guidance references below:

OCR's Dear Colleague Letter (DCL) on Sexual Violence (April 4, 2011), Page 12:

(C) Designated and Reasonably Prompt Time Frames

"...Based on OCR experience, **a typical investigation takes approximately 60 calendar days following receipt of the complaint** [Emphasis added]. Whether OCR considers complaint resolutions to be timely, however, will vary depending on the complexity of the investigation and the severity and extent of the harassment."

OCR's Questions and Answers on Title IX and Sexual Violence (April 29, 2014), Page 31:

F-8. What stages of the investigation are included in the 60-day time frame referenced in the DCL as the length for a typical investigation?

Answer: As noted in the DCL, **the 60-calendar day time frame** [Emphasis added] for investigations is based on OCR's experience in typical cases. **The 60-calendar day time frame** [Emphasis added] refers to the **entire investigation process** [Emphasis added],...**including imposing sanctions** [Emphasis added]...Although this time frame does not include appeals, a school should be aware that an unduly long appeals process may impact whether the school's response was prompt and equitable as required by Title IX. OCR does not require a school to complete investigations within 60 days; rather OCR evaluates on a case-by-case basis...OCR recognizes that the investigation process may take longer if there is a parallel criminal investigation or if it occurs partially during school breaks...Because timeframes for investigations vary and a school may need to depart from the timeframes designated in its grievance procedures, both parties should be given periodic status updates throughout the process."

It should be noted, however, that both the OCR's 2011 Dear Colleague Letter and the 2014 Question and Answers on Title IX and Sexual Violence guidance on prompt time frames has been withdrawn as of September 22, 2017 and current OCR interim guidance states, "There is **no fixed time frame** [Emphasis added] under which a school must complete a Title IX investigation. OCR will evaluate a school's good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with a fair resolution."

WWU's Title IX designated investigation time frames may not be considered prompt if EOO does not identify how WWU's investigation time frame goals were chosen and how the goals fit within the context of the available OCR Title IX guidance and WWU's actual experience with needed time frames for Title IX investigations.

The Title IX Coordinator reported that the time frames in the discrimination complaint procedure were developed based upon a review of best practices at other universities. The Title IX Coordinator also reported that there have been difficulties completing investigations within the time frames outlined in our procedure due to staffing issues resulting from key Title IX staff turnover and vacancies, as well as, a general increase in the volume of discrimination complaints of all types, including formal complaints and informal resolutions. These factors have lead the EOO to lack capacity to address complaints in the desired prompt time frame.

We recommend that the Title IX Coordinator work with other WWU management to ensure that procedures and practice provide for prompt time frames for resolution of complaints by establishing reasonable, attainable and prompt time frame goals. The complaint resolution time frame goals should be set at a level that is challenging to attain, within the context of EOO's experience with WWU's Title IX complaint process, as well as, OCR's guidance. We also recommend that management continue to document case activity including circumstances that prevent achievement of goal complaint resolution dates. Management should also continue to work towards obtaining sufficient staffing, process efficiencies, and other resources to enable completion of the investigation process within desired prompt time frames.

**Management Response:**

Management concurs with this recommendation. The revision of the Discrimination Complaint Procedure, which is anticipated to be completed no later than January 2019, will outline a clear, reasonable, and justifiable time frame that is sufficiently challenging in order to achieve prompt, yet thorough investigations of complaints. If there are any variances that would cause a significant deviation from the desired time frame, explanatory documentation will be maintained. This process starts from the date the complaint is signed through the initial sanctions/disciplinary actions. While current interim Office for Civil Rights guidance sets "no fixed time frame," and given that complexities of complaints differ, EOO is aiming at defining a clear time frame that is defensible and also compels promptness. The addition of a second Title IX/Civil Rights investigator to the EO Office contributes to the capacity to meet prompt time frames. EOO is also currently reviewing Title IX software that contributes to efficiencies and enhances transparency.

With regard to student-on-student complaints, WAC 516-21-270(4) and (5) establishes that any student charged with a violation must have at least 3 days written notice of the conduct meeting. The determination made by the conduct officer must be made in writing, including the basis of the finding, any sanctions imposed, and information regarding the right to appeal. At least ten days of the total days outlined for the investigation should be designated to OSL to complete their processes. Enrollment and Student Services will ensure that at least one conduct officer is available year-round to expedite the processing of cases, effective immediately.

**3. Ensure adequate communication of the outcome of complaints.**

The OIA noted that for eight of the nine student-on-student Title IX complaints both the complainant and respondent received concurrent notifications of the outcome of the complaint process. In the remaining instance the OSL reported that they did not send out student conduct letters to the complainant and respondent because EOO did not provide an investigation report; instead, EOO provided a short memorandum stating that there was not a preponderance of evidence supporting the complaint. The short EOO memo also stated that the EOO, "refers this matter to the OSL for follow-up and consideration of sanctioning." EOO had communicated to the OSL that a Memo rather than a Final Report would be issued since the complainant did not participate in the investigation, and since a police investigation had occurred, which this memorandum summarized.

For the six employee-on-student Title IX complaints reviewed, we did not note written communication regarding the outcome (i.e., sanctions) of the complaint process to the student complainant. The EOO office stated that they verbally communicated the findings in their report to both parties in these complaints and made available a copy of the Final Report to them. We did note

communications from the Provost/Vice-President of Academic Affairs to EOO, copying the employee's supervisor, indicating the sanction. According to the Provost, Deans communicate sanctions to the respondents. Whether the Dean's communication to the respondent is written or verbal depends on Section 19 of the WWU/UFWW Collective Bargaining Agreement. The Provost's Office does not communicate with complainants. EOO also noted that the OSL does not copy EOO on communications regarding sanctions for student-on-student complaints.

Per section H-3 in OCR's Q&A on Title IX and Sexual Violence (April 2014), "**Title IX requires both parties to be notified, in writing, about the outcome of the complaint** [Emphasis added]." "For Title IX purposes, a school must inform the complainant as to whether or not it found that the alleged conduct occurred, any individual remedies offered or provided to the complainant or **any sanctions imposed** [Emphasis added] on the perpetrator that directly relate to the complainant."

The 2017 OCR Q&A interim Question 10, provides the following guidance regarding notifications of the outcome, "...notification must include any initial, interim, or final decision by the institution; any sanctions imposed by the institution; and the rationale for the result and the sanctions."

WWU's discrimination complaint provides that, "Within ten working days after receiving the investigative report, the appropriate Vice President or designee will determine appropriate actions in response to the findings. The Vice President's response shall be documented in writing and **provided to all appropriate parties** [Emphasis Added], including EOO."

Inadequate communication of the outcome of Title IX complaints can lead to a lack of compliance with Title IX and the perception that the University is not being transparent about the results of the Title IX discrimination complaint process. Also, the OSL not providing Student Conduct Letters to EOO leads to administrative and recordkeeping inefficiencies.

For employee-on-student complaints, WWU's procedure does not provide effective guidance by describing the distribution of the written notice of sanctions to "all appropriate parties." WWU procedures should provide specific guidance on who and how complaint results will be distributed to the complainant and respondent. In practice, responsibility for communicating employee-on-student complaint results to the complainant has not been effectively assigned nor implemented. Also, complying with the bargaining agreement sometimes leads to verbal vs. the required written notification to the respondent. The OSL indicated they do not include EOO on the distribution of their student-on-student conduct letters because the letters are available in their Symplicity student information database application where EOO can electronically access the letters.

We recommend that management ensure that there is adequate communication on the outcome of complaints. WWU's discrimination complaint procedures should be updated to provide clarity on who specifically needs to receive the written notification of sanctions and who will provide these notifications. We also recommend that the OSL include EOO in the distribution of the student conduct sanction letters for ease of administration, recordkeeping, and compliance with the procedure.

**Management Response:**

Management concurs with this recommendation. The revised Discrimination Complaint Procedure, anticipated to be completed no later than January 2019, will ensure adequate notification regarding the outcome of complaints. The EOO will continue to notify the Complainant (the aggrieved individual filing the complaint) and Respondent (the individual against whom the complaint is filed) of investigation findings and provide a copy of the Final Investigative Report to both parties, the relevant Dean or Vice President,

as well as to OSL, in the case of student-on-student complaints. According to WAC 516-21-270, para. (5): OSL will notify the Respondent and Complainant (if applicable) “in writing of the determination made by the conduct officer, including the basis for any findings and sanctions. The notice includes information regarding the right to request an appeal.” (See response to Recommendation #2 as well).

The revised Discrimination Complaint Procedure, anticipated to be completed no later than January 2019, will include notification to students and employees who are Complainants in cases where the Respondent is either Faculty or Staff. This notification will include any disciplinary actions taken with respect to the Respondent, by the appropriate academic Dean (in the case of a faculty respondent) or the Assistant VP for Human Resources and/or Vice President (in the case of a staff respondent). In practice, this will be implemented immediately.

OSL will provide EOO with copies of all decision letters sent to Complainants and Respondents, including original findings, results of appeals (either to the Dean of Students or to the Appeals Board), and letters permitting extensions of timelines, effective immediately.

After review of the final draft of this report, management provided the following summary management response to the Title IX Discrimination Complaint Process - Limited Scope Review.

**Management Summary Response:**

The University has decided to create a separate Title IX Office which will report directly to the University President. The Title IX Office will focus exclusively and comprehensively on sexual violence investigations and coordination and oversight of institutional policies, processes, and prevention efforts. The university will immediately commence a national search for a Title IX Coordinator to direct this office. Once the Title IX Coordinator is in place, the position will take over the activities being presently directed to the EOO in the management response to this review.

We thank you and the Equal Opportunity Office and the Office of Student Life personnel for their cooperation and assistance and appreciate your commitment to resolving the issues discussed during the course of our engagement. If you have any questions, please feel free to contact me at (360) 650-3435.

C: Brent Carbajal, Provost, Vice President for Academic Affairs  
Melynda Huskey, Vice President for Enrollment and Student Services  
Kerena Higgins, Assistant Attorney General  
Sue Guenter-Schlesinger, Vice Provost, Equal Opportunity & Employment Diversity  
Ted Pratt, Dean of Students  
Michael Sledge, Office of Student Life, Assistant Dean of Students  
Western Washington University Board of Trustees Finance, Audit, and Enterprise Risk  
Management Committee Members  
Deena Garza, Audit Manager, State Auditor’s Office  
File: 1818

# WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

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

**FROM:** President Sabah Randhawa on behalf of **Provost Brent Carbajal**

**DATE:** **October 12, 2018**

**SUBJECT:** **Strategic Planning Website and Dashboards**

**PURPOSE:** Discussion Item

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## **Purpose of Submittal:**

In this interactive session, Associate Vice President for Academic Affairs Brian Burton will present Western's new strategic planning website, show current dashboards for University benchmarks, and discuss further dashboards related to core themes and strategic objectives that are to be developed.

## **Background:**

Western's 2018-2025 strategic plan, approved by the Board in April 2018, includes University-level benchmarks for success. Western's accrediting body requires core themes and indicators of fulfillment of both the University's mission and core themes. Finally, the strategic plan has been envisioned to include metrics showing achievement on each of the plan's objectives.

It is intended that Western's progress on fulfilling its goals be easily seen by all interested parties. To that effect, we have created a website that, when fully implemented, will include the plan itself, pages for various benchmarks and metrics, documents from the formulation process, and related University-level plans.

The website, which is under construction, can be found at <https://provost.wwu.edu/strategic-plan>.

## **Strategic Questions:**

1. What would the Board want to be able to access on the strategic planning website?
2. Are there ways in which the Board thinks the presentation approaches on the site could be revised for clarity?
3. How accessible does the Board think the site will be for people with more or less familiarity with strategic planning?

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

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

**FROM:** President Sabah Randhawa on behalf of Becca Kenna-Schenk, Executive Director of Government Relations

**DATE:** October 12, 2018

**SUBJECT:** **Olympia Update**

**PURPOSE:** Discussion Item

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### **Purpose of Submittal:**

For this agenda item, Becca Kenna-Schenk, Executive Director of Government Relations, will provide a brief update on the upcoming 2019 Legislative Session and answer any questions the Trustees may have.

### **Background:**

The 105-day, 2019 Legislative Session will begin on January 14, 2019. During the Session, legislators will adopt the state's biennial operating and capital budgets. Western's 2019-21 operating and capital budget requests, as approved by the Board of Trustees, have been submitted to the Office of Financial Management.

### **Strategic Questions:**

1. What is the anticipated political landscape leading up to the 2019 Legislative Session?
2. How is Western working with the other public baccalaureate institutions to advance sector-wide higher education legislative priorities?

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

**TO:** Members of the Board of Trustees  
**FROM:** John M Meyer, Chair, Board Audit Committee  
**DATE:** October 12, 2018  
**SUBJECT:** **Board Audit Committee Report**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

Chair Meyer will report to members of the Board of Trustees and the university president and his staff topics related to the Board Audit Committee.



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

**TO:** Members of the Board of Trustees  
**FROM:** Mo West, Chair, Board Student Success Committee  
**DATE:** October 12, 2018  
**SUBJECT:** **Student Success Committee Report**  
**PURPOSE:** Information Item

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**Purpose of Submittal:**

Chair West will report to members of the Board of Trustees and the university president and his staff topics related to the Student Success Committee.

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

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

**FROM:** President Sabah Randhawa on behalf of Brent Carbajal

**DATE:** October 12, 2018

**SUBJECT:** **Academic Affairs Report – Retention Update**

**PURPOSE:** Information Item

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**Purpose of Submittal:**

Information from the Vice Provost for Undergraduate Education regarding retention and achievement initiatives, including FIGs and the English TYE program.

**Supporting Information:**

**FIGs**

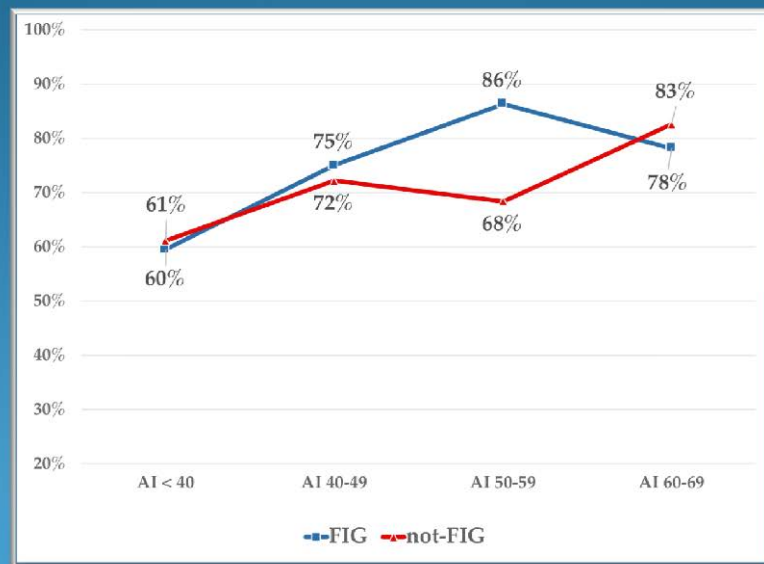
Western, like other universities, loses more students after the first year than at any other time. The First-year Interest Group (FIG) program and the tutoring center stand as Western's most documented and successful retention and achievement initiatives. Compared to similar non-participants, FIG participants typically

- earn higher fall grades,
- fail fewer fall courses,
- earn more fall credits,
- report more satisfaction with Western, and
- are more likely to be retained to their sophomore year.

Following an evidence-based model, we directed both state and self-support resources to expand the FIG program. In addition, innovative programs in Woodring and CSE now use the FIG structure within cohort programs designed to diversify participants in teacher education and our STEM majors.

While FIGS continues to correlate positively with academic achievement and retention, the composition of students it appears to help has changed. In short, FIGs participation appears to be of greater benefit to students who come to Western with a typical academic preparation. This is demonstrated in the following diagram, which compares 2<sup>nd</sup>-year registration rates for low-income students from last year's first-year class who did and did not participate in FIGs.

## Retention Rates (First-year to Sophomore): FIG/not-FIG and PELL-eligible by AI (Fall, 2017, to August, 2018)



As noted above, for the average Western student in the Academic Index band of 50-59 who was Pell-eligible, FIG participation correlated with a retention improvement of 8%. Because most students are in this band, the impact of this improvement is significant. The fact that FIGs did not seem to help Pell-eligible students with markedly higher-than-normal and lower-than-normal academic preparation is a new phenomenon that we continue to explore.

### ASC Pilot

Informed by assessment data collected through the National Study of Student Engagement and Western's Office of Survey Research, we piloted a program in AY 2017-18 in the hope of further strengthening the impact of the FIG program. Designed to increase student/faculty interaction during the first year, the Academic Success Coach (ASC) program permitted FIG seminar faculty to stay in contact with their seminar students throughout the year as mentors and academic success coaches. This idea, which has been floated for several years, directly addressed the lower rates of student/faculty interaction and lower rates of institutional support noted in the NSSE. It also filled an unusual gap at Western because most of our first-year students do not have a designated faculty mentor or advisor. More specifically, the program objectives were as follows:

- Increase opportunities for faculty-student interaction and by sustaining the connection between seminar faculty and their students over winter and spring quarters.
- Provide an additional channel whereby campus messages regarding events and opportunities can be reinforced.
- Direct highly successful students toward opportunities.

- Direct struggling students to resources and support.

13 FIG seminar faculty volunteered for the pilot. Altogether, these faculty taught 20 FIG seminars serving 360 students.

**ASC Assessment**

As a proxy for first-to second year retention, we compared the percentage of first-year FIG + ASC students who registered for fall with 1) FIG students who did not participate in ASC, 2) first-year students who did not participate in FIGs, and 3) with all first-year students. Results are as follows:

	<b>FIG + ASC</b>	<b>FIG</b>	<b>Non-FIG</b>	<b>Total</b>
Cohort size	363	546	2546	3114
% Enrolled fall	85.4%	84.62%	82.98%	83.27%

**NOTES:**

- FIG retention is predicted to be lower than non-FIG as FIG participants enroll with slightly lower-than-average high school grades.
- The .78% difference in the rates of fall enrollment for FIG and FIG + ASC participants is not statistically significant.
- Across the board, first-to-second year retention at peak is typically 2 percentage points lower than the percentage of students enrolled for fall.

We will have more concrete data about the impact of the ASC program upon student retention, and the populations of students the program most benefitted, when official retention data is provided later this month. Analyses of that information, together with feedback from participating faculty, will inform decisions regarding whether the program should be sustained.

**English TYE Program**

In addition to attending to patterns of retention among new, first-time students, Academic Affairs and Enrollment and Student Services have actively looked for programs that help transfer students get off to a good start at Western. The most successful first-year transfer program we have identified within Academic Affairs is the English Transfer Year Experience (TYE) program. This program creates stand-alone seminars that transfer students seeking to major in English take in their first term. The program builds community among transfer students while also providing students with additional faculty attention as they begin their Western experience. As noted below, program participation is associated with significantly higher rates of graduation and faster time to degree.

Number of Students & Percent Earning Bachelor Degree by 9/2018

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>No TYE Course</b>	<b>70</b>	<b>74</b>	<b>85</b>	<b>51</b>	<b>32</b>	<b>29</b>
Degree Awarded	52	62	70	41	25	19
No Degree	18	12	15	10	7	10
<i>% Degree Awarded</i>	<i>74%</i>	<i>84%</i>	<i>82%</i>	<i>80%</i>	<i>78%</i>	<i>66%</i>
<b>Took TYE Course</b>				<b>28</b>	<b>35</b>	<b>31</b>
Degree Awarded				25	30	23
No Degree				3	5	8
<i>% Degree Awarded</i>				<i>89%</i>	<i>86%</i>	<i>74%</i>
<b>All with ENG Mjr/Interest</b>	<b>70</b>	<b>74</b>	<b>85</b>	<b>79</b>	<b>67</b>	<b>60</b>

**Entering Transfer Student Cohort - Subset of students with Major or Interest in**  
Average Years to Degree of those Earning Bachelor Degree by 9/2018

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
No TYE Course	2.49	2.16	2.40	2.63	2.35	2.00
Took TYE Course				2.00	2.06	1.88
<b>All</b>	<b>2.49</b>	<b>2.16</b>	<b>2.40</b>	<b>2.39</b>	<b>2.19</b>	<b>1.93</b>

# Western Sustainability Report 2017-18

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# 2017-18 Western Washington University Sustainability Report

## Preface

The 2017-18 Western Washington University Sustainability Report presents samples of the dedicated work of students, staff, faculty, and administrators across the University's campus toward creating a habitable, healthy community and planet through creative, progressive projects and initiatives. Western's ongoing commitment to create a more equitable, environmentally-secure world is reflected in its reputation as a national leader in sustainability education.

Western Washington University's Sustainable Action Plan, completed in 2017 and approved by the Board of Trustees in 2018, serves as the guiding document for the next two decades of sustainability initiatives on campus. The past academic year provided the first opportunity to begin to align efforts across campus to the plan, and throughout it significant progress was made on many goals and objectives. As the university's sustainability activities are now rooted in this plan, the 2017-18 Sustainability Report will provide information directly-relating to our advancement of the measures designated by the Sustainable Action Plan.

The plan, and this report, provides goals for the university to achieve across ten areas of activity that reflect the framework of STARS, the Association for the Advancement of Sustainability in Higher Education's framework for campus sustainability assessment. This tool is utilized with full awareness that there are infinite intersections among these categories, and that all sustainable undertakings are ultimately holistic and interdisciplinary. This report offers a survey of progress toward goals under the ten dimensions provided by the Sustainable Action Plan; it does not endeavor to list every act taken to improve sustainability at Western in the past academic year.



## **Executive Summary**

### **Campus and Community Engagement**

- Office of Sustainability Communication
- Western Reads Program
- American Indian/Alaska Native (AI/AN) and First Nation Relations and Tribal Liaison
- Dorceta Taylor Guest Speaker Activities

### **Student Life**

- Sustainability Ambassadors Program
- The Sustainable Action Fund
- Project ZeNETH Tiny House Construction

### **Transportation**

- Sustainable Transportation Planning
- Western Late Night Shuttle
- New Electric Vehicle Charging Stations

### **Waste**

- Zero Waste Western Program
- Big Belly Outdoor Recycling Stations
- Move-out Madness

### **Curriculum and Research**

- Washington and Oregon Higher Education Sustainability Conference
- Sustainability Fellows
- Huxley College of the Environment Sustainable Business Certificate program

### **Built Environment**

- Puget Sound Energy Wind Farm
- Institute for Energy Studies

### **Dining Services**

- Real Food Western
- University Dining Services Recycling and Composting

### **Grounds**

- Sustainable Landscape Equipment
- Stormwater Treatment

### **Procurement**

- The Associated Students Bookstore
- Wilson Library

### **Investments**

- Wilder Sustainability Speaker Series
- Saturna Capital Engagement



## Campus and Community Engagement

For many decades, Western has played an important role in preparing students and conducting research to address local, regional, and global environmental challenges. Faculty and staff across the university support sustainability efforts on all scales through their ongoing research and teaching, participation in natural resource governance, and advocacy. Western strives to build, support, and sustain equitable and mutually-enhancing relationships throughout our campuses, our communities, the Salish Sea region, and the world. Western intends to expand and more fully formalize these efforts in order to engage the people on our campuses and our in communities to create a more sustainable world.

### *Progress*

Western's culture and community engagement efforts are founded upon a strong commitment to sustainability. The Office of Sustainability communications team is working to redevelop student, staff, faculty, and visitor orientation programs to emphasize an appreciation of the ecosystems and communities that populate our campus and region. It has begun working on materials for all Western students, staff, and faculty, and intends to implement first versions of programs for the 2018-2019 academic year. Sustainable Action Plan goal 2, objective 2.1.

Western Reads is a campus-wide, common-reading program that serves the university's first-year mission by promoting intellectual engagement, community and conversation with new students through experiences related to selected texts. It creates opportunities for students to engage academically and socially in varied academic communities and conversations across campus. These include academic courses; interdisciplinary learning experiences; panel discussions; presentations by and engagement with guest speakers; film series; dialogues and activities with faculty, staff, students, and administration; book groups; community based learning experiences & dialogues; student-led experiences; and additional creative programming based on interest & need.

Every year the Western Reads team selects a book and develops events, discussions and programming around the themes in the book. The books invariably prompt discussion on multiple concepts, many of which are invariably rooted in sustainability. *Tulalip, From My Heart*, by Harriette Shelton Dover was the book for 2017-2018. This year's book is *Octavia's Brood*, edited by Adrienne Marie Brown and Walida Imarisha. Sustainable Action Plan goal 2, objective 2.2.

Dorceta Taylor, one of the nation's leading environmental justice scholars and activists, spoke at two public events on Feb. 26 and 27 at Western Washington University and Whatcom Community College. Her talk, "Power, Privilege, and Conservation: The Quest for Diversity, Equity and Inclusion", covered topics from her book "The Rise of the American Conservation Movement." This work examines the emergence and rise of the multifaceted U.S. conservation movement from the mid-19th to the early 20th century. Taylor shows how race, class, and gender influenced every aspect of the movement, including the establishment of parks; campaigns to protect wild game, birds, and fish; forest conservation; outdoor recreation; and the movement's links to 19th-century ideologies. Sustainable Action Plan goal 2 objective 2.6.

An American Indian/Alaska Native (AI/AN) and First Nation Relations and Tribal Liaison to the President has been created. The hiring process to bring someone into this valuable new permanent position is underway, with the intention of having it filled in the fall. The liaison will then manage the new Tribal Advisory Committee, which will advise the president and university community on curriculum, campus-life, and gathering spaces, interactive facilities and operations, and engagement activities. Sustainable Action Plan goal 4, objective 4.2.

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## Student Life

Student learning and leadership take place in both the curricular and co-curricular activities of Western Washington University. The co-curricular environment, the world outside the classroom, is a place where many students take their classroom learning and develop the knowledge, skills, and abilities they will carry with them throughout life. This engagement through student leadership and action for sustainability that has been a hallmark of the Western experience.

Western intends to increase all students' sustainability-based literacy, in order to attach the university experience to a broader and systemic context, and create and enhance opportunities that lend to campus-based research, and praxis, the intentional development of learning through engaged research outside the classroom.

### *Progress*

During the 2018 Spring Quarter, a new Sustainability Ambassadors program was funded by the Sustainable Action Fund. The program offers a new model of equitable internship opportunities in sustainability work, provides increased clarity for student interns about career pathways relating to sustainability, and develops stronger pathways for collaboration between Western and sustainability oriented community organizations. Program collaborators include the Salish Sea Institute at Canada House, Enrollment and Student Services, the Office of Sustainability, and the Center for Community Learning.

Over 300 applications were received for eight community internships. The ambassadors were been placed at the Eastern Whatcom Regional Resource Center, York Community Farm, Sustainable Connections, and the City of Bellingham, where they developed valuable skills while strengthening the bond between university and the local community. Sustainable Action Plan goal 2, objective 2.4.

The Sustainable Action Fund significantly enhanced its outreach and engagement with Western Community in the 2017-2018 academic year. In the past year, over \$400,000 was approved to fund student projects to increase all four pillars of sustainability: Ecology, economy, human health, and social justice. Over 100 students participated in concept creation, grant writing, and project management. Using Western's sustainability framework of "equity-environment-economy-health", approximately 40% of last year's projects focused on the equity, 30% focused on environmental sustainability, 25% on human health, and 5% on economic issues. The fund has surpassed over one million dollars in projects funded since its inception in 2010. Sustainable Action Plan goal 2, objective 2.4

Students at Western Washington University are designing and building a zero-net-energy house to address local housing issues and educate the University and community about sustainable home design as part of an initiative called "Project ZeNETH." When completed, the house will produce at least as much energy as it consumes through a rooftop solar PV array, energy efficient systems and smart building design. The project is funded by a grant from the Sustainable Action Fund. Sustainable Action Plan goal 2, objective 2.5.

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## **Transportation**

Western strives to enable and empower everyone in the community to choose safe, accessible, sustainable transportation throughout the campus, community, and the world. Western will continue to display its leadership in sustainable transportation by expanding development of its pedestrian and bicyclist infrastructure. The university has a long history of tackling community transportation concerns with innovative, people-focused solutions, including controlled parking, reduced-cost bus passes for employees, a universal bus pass for students, increased Whatcom Transportation Authority (WTA) bus service, and encouragement of walking and biking.

### *Progress*

Sustainable Transportation and Environmental Health and Safety coordinated the development of improved pedestrian safety programming in the spring of 2018, and agreed to shift information about transportation safety to the Sustainable Transportation website. Sustainable Transportation also added safety information in their Summer Start information session. Moving forward, Sustainable Transportation plans to develop a comprehensive program that addresses safety education around the different transportation modes on campus. The office also coordinated with Parking Services and New Student Services to strengthen the language in the Family and Student Handbooks that encourages students to live car-free while in school. The university is also investigating changes to the built environment that will improve safety for all modes of transportation. Sustainable Action Plan goal 2, objective 2.1

The university's late night shuttle, a service strictly for Western students that is funded by the Alternative Transportation Fee, adopted a real-time shuttle-tracking app in 2018 to better serve riders with reliable information on bus location. The Whatcom Transportation Authority is plans to implement a real-time bus-tracking app within the next year. Sustainable Action Plan goal 2, objective 2.1.3

Three Western students worked with the Sustainable Action Fund program team to acquire funding for the university to purchase and install six level-two electric vehicle chargers on campus. Now active, they are the first such chargers established on Western's campus. Located near Fairhaven College, the stations provide students, staff, faculty, and visitors with the means to charge their electric vehicles while they visit Western, and represent the university's commitment to carbon-neutral future. Sustainable Action Plan goal 3, objective 3.3

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## **Waste**

From procurement to disposal of materials, Western is committed to sustainable approaches for materials management. In order to minimize the universities' human health and ecological consequences arising from waste management practices, this chapter outlines goals and strategies to incorporate sustainable practices into waste disposal. The ultimate goal is to achieve a zero-waste, closed-loop system where all inputs are either recycled, composted, reused, reprocessed, or remanufactured locally.

### *Progress*

Western's Zero Waste Western Team is developing the assessment of all trash, compost, and recycle bin locations around campus. This survey will guide the placement of additional resources and help create a map for students of all such fixtures. A grant from the Sustainable Action fund facilitated this activity. Currently, the university installs four-part sorting stations during the construction or remodeling of all buildings on campus, and this system will ultimately serve as the model for all locations across campus. Aligned to this practice, the Viking Union also added compost bins to most of its sorting stations in the past year. Sustainable Action Plan goal 1, objective 1.4.

The Sustainable Action Fund also provided for the university to purchase five new Big Belly outdoor recycling stations. This new station bring the total number on Western's campus to nine, and will be installed this fall. These solar-powered stations alert Western's Facilities Management team when they need to be emptied, thereby saving time

and money for the university. Their prominent profile also increases student awareness of the university's commitment to become a zero-waste institution. Sustainable Action Plan goal 2, objective 2.3.

Again in 2018, Move-out Madness helped to keep the streets of Bellingham clean by minimizing and properly disposing of waste during move-out. Each year, Move-out Madness continues to reduce Bellingham's previous problem of student belongings being left on city sidewalks after move out. "The people of Bellingham have noticed an extreme reduction in furniture left on sidewalks over the year, largely as a result of Move-out Madness," said Gwen Larned, Zero Waste Coordinator. Sustainable Action Plan goal 3, objective 3.1.

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## **Curriculum and Research**

As an institution of higher learning, Western's responsibility has a clear responsibility to provide its students with a breadth of curriculum and research opportunities. The administration is striving to increase access to sustainability education and improve its instruction throughout social, economic, human health, and environmental disciplines, in both academic theory and practice. Due to this intensive effort, every college at the university now offers courses and academic programs related to sustainability.

### *Progress*

Western supports scholarship and teaching that contributes to our regional understanding sustainability through its continued support and promotion of the Washington and Oregon Higher Education Sustainability Conference (WOHESC). The Pacific Northwest has long been known for its engagement in sustainability activities, and this conference is an annual opportunity to collaborate with other education institutions that are developing creative solutions to sustainability-related challenges. Sustainable Action Plan goal 2, objective 2.1.

Ten Western faculty members will again be selected as Sustainability Fellows in the upcoming academic year, a designation that awards \$1,000 for the purpose of integrating sustainability concepts and pedagogical methods into their courses. Sustainability Fellows represent all colleges at Western, and interact as a cohort, training each other and promoting the program across campus. \$10,000 was provided by the Provost's Office to continue this program for this year. Sustainable Action Plan goal 3, objective 3.1.

The Huxley College of the Environment, in partnership with Sustainable Business Consulting, commenced a new professional learning opportunity in Sustainable Business. Through this non-credit executive learning opportunity, students gain practical, cutting-edge skills in the field of business and sustainability. The entire Certificate of Completion consists of 24 skill-building and career-advancing workshops that can be taken remotely. Sustainable Action Plan goal 1, objective 1.4.

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## **Built Environment**

The built environment encompasses all facilities owned by Western, including academic and office buildings, residence halls, dining facilities, and all satellite facilities. Western intends for its entire built environment to become carbon neutral through the management of energy resources used to operate and maintain the institution.

### *Progress*

In 2016 Western joined other institutions and organizations around the state to invest in a new Puget Sound Energy wind farm that will provide carbon neutral energy for its stakeholders. The wind farm, which is set to become operational in 2019, will allow the university to cease purchase of renewable energy certificates by directly owning a green-energy source. This investment allows the institution to meet its carbon emissions reductions by 15%, per state requirements, by 2020. It also brings Western closer to its goal of carbon neutrality: reducing the carbon intensity of

university energy supply sources and achieving 100% net university carbon reduction. Sustainable Action Plan goal 1, objective 1.1

The most relevant strategic initiative of the Institute for Energy Studies is to use the WWU campus and its community as a living laboratory, in collaboration with Facilities Management, Office of Sustainability and external partners. The idea is to build on students' coursework and give them hands-on learning in projects where they have the chops to make real contributions. Sustainable Action Plan goal 6, objective 6.1. Some ongoing projects include the following:

- Via a course, MA thesis, and two independent study projects, students initiated work on a solar project siting, design, permitting and financing to establish the WWU campus as a location for a community solar program, and were awarded forty hours free consulting from NREL researchers.
- With support from Institute for Energy Studies, the IDEA Institute sponsored an Energy Changemaker Fellow, a student who worked on rental building energy efficiency and alternative finance and business models for this hard-to-reach efficiency target market.
- A student team, working with Smart Building Center in Seattle, received a Sustainable Action Fund grant for an Energy Efficiency Tool Lending Library at WWU.

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## Dining Services

Western strives to be a leader in sustainable food service practices through implementing goals and policies that keep ambitions high and progress continual in all service areas, including purchasing, production efficiencies, waste reduction, and energy consumption and monitoring. In recent years, sustainability efforts have progressed quickly in University Dining Services (UDS), including replacing equipment with energy and water efficient appliances, and using eco-friendly cleaning practices and products.

### *Progress*

University Residences recently invested \$100K to upgrade to more efficient equipment in its dining facilities. Sustainable Action Plan goal 1, objective 1.1.

Western continues to make steady progress toward its Real Food goal of 25% by 2020. As of August 2018, we are at 19.6%. Sustainable Action Plan goal 2, objective 2.3.3

In an effort to become zero-waste in all dining locations, University Dining Services has a champion in charge of overseeing recycling and composting. Once a month trainings are held, including waste management. The large straws at Starbucks remain the only item to make compostable. Sustainable Action Plan goal 4, objective 4.2

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## Grounds

Western is situated in a unique ecological, geographic, and climatic setting between the Salish Sea and the Cascade Mountains. This setting offers an abundance of challenges and opportunities for the grounds maintenance program. Regional environmental priorities, such as the protection of salmon habitat, water conservation, and stormwater pollution prevention are intricately woven into the daily responsibility of maintaining a visually spectacular learning environment.

### *Progress*

Supporting the goal of reducing air and noise pollution using sustainable landscape equipment, Grounds doubled its inventory of electric lawnmowers, weed eaters, and blowers since last year, as well as purchasing two electric chain saws. Sustainable Action Plan goal 2, objective 2.1.

To enhance stormwater treatment and reduce pollutant runoff from impervious surfaces across campus, Grounds recently purchased a high-efficiency street sweeper to keep fine particulates from our roads and parking lots from entering stormwater. Sustainable Action Plan goal 4, objective 4.2.

Grounds continues to employ at least six seasonal student employees in the Outdoor maintenance shop, providing education on sustainable practices and utilizing campus grounds to foster environmental stewardship. Sustainable Action Plan goal 5, objective 5.1.

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## **Procurement**

Western's procurement department directly facilitates the acquisition of goods and services between suppliers and the university, ensuring those transactions occur within the guidelines of state regulations and university policy. There are three areas of procurement on Western's campus not managed by Western's Business and Financial Affairs office. They include the Western's Associated Students Bookstore, Western Libraries, and Western Vehicle Procurement.

### *Progress*

The AS Bookstore increased e-book sales from \$36K in FY17 to \$59K in FY18, an increase of more than 60% fulfilling its objective to increase sustainable textbook options by 10% by fiscal year 2018. Library acquisitions staff continue to ask requesters, whenever available, whether an e-book will suffice in lieu of a print book. This intervention at the point of need is often enough to divert a potential print purchase to an electronic one. However, due to a variety of factors (including faculty turnover within the Libraries and the evolution of the role of the faculty librarian) it is difficult to determine how consistently this message has been carried to departments. Moving forward, the Libraries plans to more clearly define expectations regarding departmental outreach, thus laying the groundwork for more proactive communication in this area. Sustainable Action Plan goal 4, objective 4.1

Library acquisitions policies discourage the purchase of dual formats, except in very rare circumstances that must be approved by the Director of Collections. It is working to ensure that this message, and the ethos of sustainability that underlies it, reaches departments in a consistent manner. Sustainable Action Plan goal 4, objective 4.1.

Prioritizing methods of accessing library materials that have a smaller carbon footprint, the Libraries' current demand-driven purchasing model includes criteria related to curricular relevance, ensuring that all materials purchased are tied to Western's curricular needs. In addition to this demand-driven purchasing, the Libraries is also implementing an approval plan, which will ensure that materials related to areas of documented need (i.e. subject areas with high usage and heavy resource sharing requests) will be added to the collection automatically. This combination of proactive, strategic purchasing and demand-driven purchasing ensure that we are meeting Western's curricular needs efficiently and effectively. Sustainable Action Plan goal 4, objective 4.2

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## Investments

The Western Washington Foundation, a distinct entity with its own governance is proud to collaborate with University to progress the cause of sustainability in within its purview of responsible investment, and consistently considers environmental, social, and governance (ESG) aspects of all companies being considered for fund investment.

### *Progress*

This academic year all Wilder Sustainability Speakers focused on ESG investing, advancing educational opportunities for greater student learning in the management, and oversight of endowments and sustainable investing. Each quarter, approximately 100 students attended these lectures. Presentations were illuminating and discussion was animated. Commonfund—the company hired to manage the Foundation’s investments—was the Wilder Sustainability Speaker for the spring of 2018. Deborah Spalding, Deputy CIO and Managing Director of Commonfund, outlined the general landscape of ESG investing and how Commonfund is increasingly interested in this investment space. Goal 3, objective 3.1

In 2018 Saturna Capital made a gift of \$110,000 to fund initial construction, equipment purchase, and software licensure for the Saturna Sustainable Investing Lab in Parks Hall. While this gift was not made in response to the Sustainability Action Plan, the next cycle of the gift—and the naming rights are soon scheduled to sunset—will include explicit reference to the goals of the university’s sustainable action plan. Sustainable Action Plan goal 3, objective 3.2

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## Executive Summary

- WWU leads regional and national peer institutions in all Sustainable Action Plan Key Performance Indicators (KPI).
- Energy use and cost trends continues to decline over the previous five-year period, despite new building loads such as Carver Academic Facility coming online.
- Utility budget has experienced significant benefit from low volatility in the natural gas commodity market and adjustment of procurement to allow higher gas volumes purchased on the monthly index.
- Aggressive academic building scheduling is paying dividends in reduced electrical and steam consumption.
- Annual water, sewer and stormwater budget is rising in opposition to declining university usage trend.
- FM Revolving Energy Fund continues to be a strong vehicle for funding new stewardship projects.
- The “Living Laboratory” of students using WWU facilities for energy study continues to develop with a growing relationship between FM and the Institute for Energy Studies.
- Installation of a new Interactive Energy Dashboard in Environmental Studies. The online Dashboard can be found at: <https://energy.dudesolutions.com/BETA/?bbID=WWU1DASH>
- Energy conservation initiatives and efficiency projects continue to produce long-term cost avoidance:

Combined Annual					Cumulative	Avoided
Projects	Grants/Rebates	Savings (\$/yr)	1st Year Benefit		Benefit To-Date	Energy Cost
FY15	\$243,686	\$41,685	\$285,371		\$410,426	\$166,740
FY16	\$58,730	\$14,850	\$73,580		\$103,280	\$44,550
FY17	\$14,853	\$10,810	\$25,663		\$36,473	\$21,620
FY18	\$261,214	\$94,140	\$355,354		\$355,354	\$94,140
<b>TOTAL BENEFIT</b>						
TO-DATE	\$578,483				\$905,533	\$327,050



## Sustainability Action Plan – Built Environment Key Performance Indicators

### FY18 Status

	<u>PCAPPA<sup>†</sup></u>	<u>APPA Overall<sup>†</sup></u>	<u>WWU</u>
• Energy consumption – kBTU per Total GSF	110	109	97.7 kBtu/sf/yr*
• Energy consumption – MMBTU per Student FTE	38.1	48.8	25.6 MMBtu/FTE**
• Carbon Footprint in metric tons.	na	na	22,190 Tons CO <sub>2</sub> *
• Carbon Footprint in metric tons per Total GSF.	0.008	0.012	0.007 Tons CO <sub>2</sub> /GSF*
• Carbon Footprint in metric tons per Student FTE.	2.03	4.00	1.69 Tons CO <sub>2</sub> /FTE**
• Electrical Consumption in kWh per Total GSF.	13.2	12.8	10.0 kWh/sf/yr*
• Electrical Consumption in kWh per Student FTE.	3,613	4,775	2,623 kWh/FTE/yr**
• GSF per Student FTE (Average).	321	385	262 sf/FTE/yr **
• Water Use in gallons per Total GSF (Annual)—campus only.	36.9	24.4	17.3 Gal/sf
• Water Use in gallons per Student FTE per Day (Daily)—State-funded AYA FTE only.	23.6	25.5	11.3 Gal/FTE ***

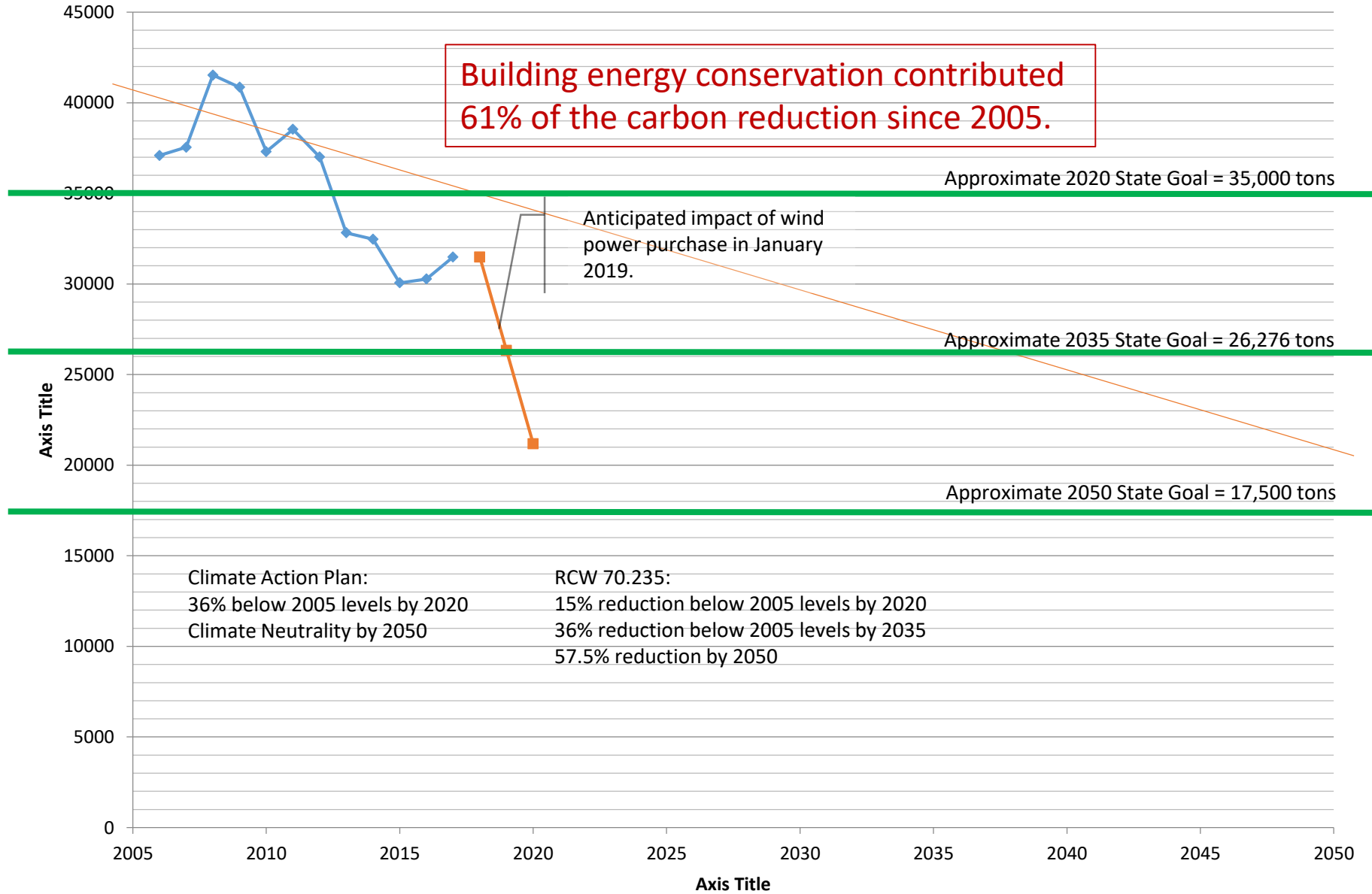
<sup>†</sup> 2017 APPA NACUBO Dashboard Data

\* Includes all energy source 1 & 2, primary utilities—Main Campus Substation, Steam Plant, auxiliary campus natural gas, off-campus electric and natural gas.

\*\* Per State-funded only Academic Year Average (AYA) FTEs = 13,112.

\*\*\* Assume 365 days/year.

# Annual Emissions Projections through 2050



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

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

**FROM:** President Sabah Randhawa on behalf of Vice President Melynda Huskey

**DATE:** October 12, 2018

**SUBJECT:** Admissions and Enrollment Report

**PURPOSE:** Information Item

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**Fall 2018 Enrollment Likely to Exceed 16,000**

As of the date of this submittal, new student enrollment for Fall 2018 has slightly exceeded enrollment attained for Fall 2017. In addition, we are pleased to see what appears to be an increase in the retention of returning students from Spring 2018 to Fall 2018. These factors lead us to conclude that Fall 2018 enrollment will likely exceed 16,000.

Enrollment will continue to shift as students add and drop classes until the end of the peak date of October 5, with compilation of data occurring as soon as possible thereafter on October 8. Healthy enrollment of new and continuing students is the result of the myriad of strong collaborations and partnerships that have occurred on a campus wide basis to recruit and retain students.

**Increased Student Demand for Fall Advising and Orientation**

Most first-year students and accompanying family members attend Western's Summerstart programs to receive comprehensive advising, registration and orientation, coordinated by New Student Services and Family Outreach. In fact, students and family members are strongly encouraged to attend Summerstart to help assure a smooth transition to Western's campus. However, we have seen a 34% increase of approximately 300 attendees who have postponed these essential processes until the very last minute, specifically the Sunday and Monday before classes begin, by signing up for Fall Advising & Orientation instead. We have found that a larger proportion of nonresident students and their families are doing this to reduce the number of trips they make from their respective states to Western's campus. In addition, we are seeing increases in attendance among students and families who have high financial need, to reduce travel costs.

The 34% increase in attendance places a great deal of pressure on a session structure that was designed to support a much smaller group of students and family attendees. Over the next few months, New Student Services and Family Outreach will pull multiple offices together to evaluate these impacts and discuss both capacity issues and quality of experience, with the goal of re-evaluating the Fall Advising & Orientation structure for possible changes as early as Fall 2019.

## **Western's Cohort Default Rate the Lowest Among the Washington Four-Year Public Institutions**

We recently received notification of Western's Fiscal Year 2015 Cohort Default Rate from the U.S. Department of Education: 2.3% compared to 2.5% last year. The national average was 10.8% for Fiscal Year 2015.

Western's low default rate can be attributed to the character of our students and their families, our students' ability to become employed after graduation and the success of our Financial Aid Counselors and the Student Business Office to support informed borrowing. In addition, on a funds-available basis, Financial Aid provides financially needy students who have accumulated approximately \$20,000 in debt with targeted grant and part-time employment opportunities to help with college expenses and keep borrowing at manageable levels. The most recent educational indebtedness data we have is from 2017, showing that 51% of Western Washington University students receiving bachelor's degrees had educational debt averaging \$15,663. This compares to 52% borrowing an average of \$23,936 statewide and 65% borrowing an average of \$28,650 nationally. Western remains an excellent financial value.



**Capital Program Report  
Board of Trustees  
October 12, 2018**

**MAJOR / INTERMEDIATE CAPITAL PROJECTS**

- **Multicultural Center**

Dawson Construction is proceeding on schedule. The structure is nearing completion and architectural framing has begun. Rough-in for mechanical and electrical systems is proceeding. Roofing is under way. Interior framing has begun. Construction progress is on budget and on schedule for limiting weather impacts from the fall rainy season and for on-time completion in the summer of 2019. Web cameras showing the site can be found on the following link:

<https://www.wvu.edu/wwuarchitect/construction/pw698.shtml#webcam>

- **Buchanan Towers Renovation**

This project is two phases: Spring and Summer quarters of 2018 is phase one, and Spring and Summer quarters of 2019 is phase two. Dawson Construction started construction of phase one in March 2018. The first phase of construction is complete for Fall 2018 occupancy and residents have moved in. Construction of phase two will start March 2019, approximately a week after commencement, and is scheduled to be complete prior to fall move-in in September 2019.

- **Disability Access Center (formerly known as disAbility Resources for Students) and Veterans Services**

Phase 1 work to renovate Wilson Library room 290 for the new Maps Collection and Study Lounge is complete. Phase 2 has begun with the demolition of Wilson Library rooms 170 and 164 to create the Disability Access Center and Veterans Services suite. The project remains on budget.

- **Sciences Building Addition (STEM I)**

The General Contractor/Construction Manager (GC/CM) Request for Qualifications (RFQ) was advertised on September 7, 2018. On September 19, 2018 the project Informational meeting was completed. The meeting was attended by six General Contractors; one from Bellingham and five from the Seattle area. The final GC/CM proposals are due October 4, 2018 and interviews will follow with the most qualified firms on October 23, 2018. Final selection is scheduled for early November in conjunction with the start of Programming/Schematic Design for the project and Board of Trustees approval at the December meeting. Completion for the New Sciences Building Addition is scheduled for Spring/Summer 2021.

- **New Residence Hall**

Having received approval for alternative delivery (Progressive Design-Build) from the State's Projects Review Committee, the University is completing a selection process for a Progressive Design-Build (PDB) team. The total project budget and PDB team contract will be brought to the December Board of Trustees meeting for approval. Western received five submittals from progressive design-build teams on September 20. The selection committee will shortlist the firms for the next oral interviews phase of selection. Occupancy is scheduled for fall quarter 2021.

- **Elevator Preservation and ADA Upgrades**  
Bids were opened on August 2, 2018 and a contract was awarded to the winning contractor, R.C. Zeigler. A pre-construction meeting is scheduled for October 3, 2018. Due to equipment lead times and crew availability, construction is not scheduled to begin until fall of 2019; however the timeline can be compressed if crews become available sooner. Completion is scheduled for summer 2020.
- **Consolidated Academic Support Services Facility**  
Having received approval for alternative delivery (Progressive Design-Build) from the State's Projects Review Committee, the University is completing a selection process for a Progressive Design-Build (PDB) team. The total project budget and PDB team contract will be brought to the December Board of Trustees meeting for approval. Occupancy is scheduled for late 2020.
- **2017-2019 Classroom and Lab Upgrades**  
This program is composed of several public works projects and in-house work. A couple small and one larger public works construction projects are just starting design, and a larger project (Caver Anatomy and Physiology Labs Upgrade) is nearing design completion with a construction completion scheduled for spring 2019. Most of the projects in this category are related to improvements in STEM programs.

## **2018 CAPITAL BUDGET**

Western's 2019-2021 Capital Request of \$123,516,000 in State funding was submitted to the Office of Financial Management. The Capital Request includes major and intermediate-sized projects, minor works programmatic and preservation projects, and funding for preventive facility maintenance and repair. The Capital Request submittal also included the ten-year Capital Plan, which details all projects Western is considering for State funding between 2019-2029. This submittal follows an approximately one year-long process in which Western faculty, staff, and administrators engaged with the University Planning and Resources Council (UPRC), the Board of Trustees, and the campus community to develop a draft Capital Request and Capital Plan. The draft version of the Capital Request and Capital Plan was presented to the Board of Trustees at the April 2018 meeting, and the final version was approved by the Board at the June 2018 meeting.

For more information about the major projects, the Capital Program, and the Capital Planning Process, visit the Office of Facilities Development and Capital Budget website: <http://www.wvu.edu/wwuarchitect/>.

# ADVANCING THE UNIVERSITY

OCTOBER 2018



***“When I was awarded the Prim Scholarship, it really took the financial burden off of me so I didn’t have to worry as much about balancing work and school and how my family would support me.”***

**— Soha Pourpirali**  
**Psychology Major ('19)**



# ADVANCEMENT UPDATE

JULY 1 THROUGH AUGUST 31

## FAST FACTS



### ALUMNI MEMBERS WHO JOINED/RENEWED FROM JULY 1 – AUGUST 31, 2018

291   
ANNUAL MEMBERS

11   
LIFE MEMBERS

2   
SAPPHIRE MEMBERS



# GROWING AWARENESS

JULY 1 THROUGH AUGUST 31



**WESTERN**  
WASHINGTON UNIVERSITY  
ALUMNI

## BEAT THE HEAT

Become a Western Alumni Association member and gain access to Western's exclusive Lake Whatcom waterfront property and these amenities:

-  Private beach and picnic area
-  Safe swim area
-  Sailboat, row boat, canoe, kayak, windsurf and SUP (stand-up paddle board) rentals

Didn't attend Western?  
No problem, you can still be part of the Western community. Join the Alumni Association today at [www.alumni.com](http://www.alumni.com)

WWU is an equal opportunity institution.  
For disability accommodations, please contact Jeff Davis at (360) 630-2300 or [Jeff.Davis@wwu.edu](mailto:Jeff.Davis@wwu.edu).

## SUMMER LAKEWOOD MEMBERSHIP CAMPAIGN

University Advancement Marketing and Communications promoted WWU Alumni Association memberships with an advertising campaign focused on access to Lakewood as a membership benefit during the summer months.

THIS RESULTED IN  
**69**  
WWU ALUMNI  
ONLINE MEMBERSHIPS





# ENGAGEMENT

JULY 6 THROUGH SEPTEMBER 12

## ART WALKS

On July 6, Art Walk at the Western City Center showcased the work of some very special Vikings; paintings from WWU Alumna and WWU Alumni Program Director Susan Bakse ('88) and photographs from her husband, Michael, a buyer for the Western A.S. Bookstore since 1998. On August 3, Vikings and friends celebrated the work of Whatcom landscape and figure painter Ron Pattern, whose bold paintings in bright colors capture the natural beauty of Whatcom County. On September 7, Art Walk at the Western City Center featured the works of photographer Mark Bergsma ('71).



## ROOFTOP VIP LUNCHEON KICKS OFF PAINT B'HAM BLUE FOR WWU

On July 17, 72 Western alumni supporters, friends, and community leaders gathered on the rooftop of the Bellingham Herald to hear about our plans for 2018 Paint B'ham Blue for WWU and recognize this year's sponsors.

## ANNUAL PRESIDENTS BARBECUES A SUCCESS

We had near-record level attendance at both the Seattle and Bellingham President's Society barbecues (at the Nordic Museum in Ballard and BelleWood Acres in Bellingham, respectively). Attendees enjoyed a delicious salmon dinner and appreciated a video highlighting the beauty and importance of the recent gift to Western of Sculpture Woods on Lummi Island.



# ENGAGEMENT

CONTINUED



## GET YOUR BLUE ON BBQ & LEGACY LUNCH

Celebrating the Western Community and strengthening our pride, Vikings packed the Wade King Recreation Center for the 11th Annual Get Your Blue on BBQ. Baby Cakes played to a crowd of 259, who enjoyed hot-off-the-grill treats and some very special sweets. The Legacy Lunch for retired faculty and staff also formed a part of the festivities.



## WWU ALUMNUS AWARDED TEACHER OF THE YEAR

WWU alumnus Robert Hand ('07) won Washington State Teacher of the Year for 2018. Hand teaches in Mount Vernon and majored in Communication at WWU.



## INTERNS HONORED AT BOEING

On August 16, WWU alumnus and Director of Quality at Boeing Kendall Nolan ('90) hosted a WWU Intern Appreciation Event at Boeing. Also on hand were WWU Alumni Association Executive Director Deborah DeWees and Board Emeritus and Boeing Senior Manager Kay Hovde ('84). Boeing leadership attended and supported the interns through networking, professional advice, and encouragement.



# WHY WE DO WHAT WE DO...

## IMPACT STORIES

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Soha Pourpirali, Psychology Major ('19)

### HONORING DIVERSITY AND INCLUSION: SOHA POURPIRALI

Soha Pourpirali's journey at Western has been a rocky one. In 2017, her mother was diagnosed with breast cancer and her father passed away shortly thereafter. In addition to keeping up academically, Soha faced tremendous financial uncertainty. So it is with particular gratitude she received the Merle Prim Scholarship for Diversity and Inclusion, a scholarship established in the memory of one of Western's most legendary professors. The Merle Prim Scholarship for Diversity and Inclusion has been supported by 34 donors contributing \$123,345.84 so far.

"We weren't sure we could keep our house—this loss was very difficult on our family. All of my financial aid was based on my father's income, which we had lost. My job could only cover basics like textbooks and food. When I was awarded the Prim Scholarship, it really took the financial burden off of me so I didn't have to worry as much about balancing work and school and how my family would support me."

Dr. Prim taught at Western for 42 years. He was a gay black professor in psychology at a time when being either one of those things was unusual for university faculty. The scholarship honors his legacy by encouraging students of color and LGBTQ students to enter the field of psychology with the goal of making psychology a more inclusive and diverse field. Soha is a perfect student to honor such an important legacy. In the vision of Dr. Prim's scholarship, Soha is a first generation student of Iranian descent and a strong voice for students of nontraditional backgrounds.

The scholarship has been essential for Soha, who not only needed the financial support, but also has a desire to see more diversity in psychology. A 2000 Surgeon General's report "Mental Health: Culture, Race, Ethnicity" described the barriers underrepresented groups face as "clinician's lack of awareness of cultural issues, bias, or inability to speak the client's language, and the clients' fear and mistrust of treatment. More broadly, disparities also stem from minorities' historical and present day struggles with racism and discrimination, which affect their mental health and contribute to their lower economic, social, and political status."

Soha echoes the report's findings. "When you're a person of color, it's important to see psychologists and researchers of color working in the field. It makes a big difference."

She works as a research assistant in Dr. Ira Hyman's cognitive psychology lab, mentors school-aged students in the Junior Youth Spiritual Empowerment Program, and serves as a peer mentor to fellow students through WWU Student Outreach Services.

"Dr. Hyman's support has helped me overcome challenges and remain a dedicated student here at Western."

Soha has applied herself in psychology. Her favorite class so far at Western is developmental psychology, and her favorite part of being in psychology at Western has been traveling to conferences and presenting work. Already a researcher, she is taking a leadership role in a few projects this year.

# WHY WE DO WHAT WE DO...

## IMPACT STORIES

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### MICROSOFT SPONSORS CYBERSECURITY SUMMER CAMP

Microsoft awarded WWU \$44,000 for a Cybersecurity Summer Camp to provide training for underserved populations. From July 16 to July 31, the day camp in Poulsbo, WA served members of the S'Klallam and Squamish tribes, disadvantaged youth, and residents of traditionally underserved rural communities on the Olympic Peninsula. The camp provided 30 hours of instruction in cybersecurity and information about career development.

### UNIVERSITY ADVANCEMENT STAFF UPDATE



#### **Alysse Normoyle, Intern for Marketing and Communications in University Advancement**

Alysse is a senior majoring in Communication Studies and minoring in Political Science. She is originally from Olympia, and chose to come to Western because of the strong sense of community and unique culture. In her free time she enjoys hiking, camping, and running—always trying to find a way to spend time outside! She is excited for the experience she is gaining from her Marketing and Communications internship, and hopes that post-college she can pursue a career focused on social media marketing.



# UPCOMING EVENTS

OCTOBER 2018 THROUGH DECEMBER 2018

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- OCTOBER 25** Bellingham Leadership Forum with keynote speaker Alan Mulally, Hotel Bellwether, Bellingham
- OCTOBER 28** WWU Day at the Sounders vs. San Jose Earthquakes, Seattle
- DECEMBER 1** WWU Night at Enchant, Seattle
- DECEMBER 6** Western Engaged Marketing Alumni Celebration, Seattle
- DECEMBER 13** President's Holiday Dinner
- DECEMBER 13** Graduation Celebration, Bellingham
- DECEMBER 15** Commencement, Bellingham



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To request this document in an alternate format, please contact Frances Badgett, Assistant Director of Advancement Marketing & Communications; 360.650.2190 (voice); [frances.badgett@wwu.edu](mailto:frances.badgett@wwu.edu).



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

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

**FROM:** President Sabah Randhawa by Donna Gibbs, V.P. for University Relations and Marketing

**DATE:** October 12, 2018

**SUBJECT:** **University Relations and Marketing Report**

**PURPOSE:**

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**Purpose of Submittal:**

A written report is provided on the recent activities of University Relations and Marketing.

**Supporting Information:**

Report Attached

**WESTERN WASHINGTON UNIVERSITY  
OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY RELATIONS  
AND MARKETING**

The following is a briefing on a wide range of marketing, community development, media relations, content production, web development and graphic design initiatives produced since the last Trustees report. In addition, following are a few updates and new projects.

**Brand Strategy and Campaign Development**

Following completion of the brand positioning work, we are now moving forward on two possible advertising campaign directions, one to launch in early 2019 targeted at alumni, donors and potential donors, and another to launch in Fall 2019 targeted at prospective students. Both campaigns are intended to be broad enough to serve as a foundational framework for the brand while being flexible enough to extend into more specific messaging and campaigns targeted at individual constituencies who are at various levels of interest and engagement with Western. We look forward to presenting the first campaign – designed to support our student success initiative – at the December joint Trustee and Foundation board meeting.

**State of the University Address**

In an effort to engage a greater number of community partners in Western's strategic plan, and to provide an update on our education attainment goals and commitments to state workforce growth, we are holding WWU's first-ever State of the University address in Bellingham on November 28 at the Lightcatcher Museum. The evening will kick-off with a pre-reception for state legislators, who will then be invited to join a larger group of city, county, tribal and business leaders for an address and a question and answer period led by President Randhawa. Our aim is to take this approach "on the road" in future years to Seattle, Poulsbo and other communities where we have strategic growth and constituent engagement priorities.

**Western on the Waterfront**

This academic year, we will continue to refine the vision for Western's future on the Bellingham Waterfront with the addition of six new members to the faculty ideation team from CHSS, CFPA, Fairhaven and Woodring. Our work will focus on completing a comprehensive vision, undertaking validation with strategic industry and community partners, and a programmatic and capital needs feasibility analysis. Our aim is to present an update to the Board of Trustees in June, 2019, and present our vision at a public Port Commission meeting shortly thereafter.

**Tribal Liaison**

The search committee for Western's first-ever Executive Director of American Indian/Alaska Native and First Nation Relations and Tribal Liaison to the President is hard at work evaluating nearly 80 applications received over the summer. We expect to invite finalists to campus this fall and to have the position in place before the end of December. This position is one that has been widely anticipated on campus, and the individual comes at a time of forward momentum and deepening relationships with our indigenous neighbors. To that end, President Randhawa and Sen. Kevin Ranker met with the Lummi Indian Business Council on September 27 to



discuss collaborating on the creation of a long house on Western's campus. This was a welcome and important first step in a commitment to address Native American Student Union demands. We look forward to keeping you apprised as progress continues.

## COMMUNICATIONS AND MARKETING

Our skilled professionals worked on a wide range of online, print, social media, video and graphic design communications and marketing, which included:

- The media covered the start of fall quarter at Western, including this Bellingham Herald story that included awards Western recently has received: <https://www.bellinghamherald.com/news/local/article218755625.html>. The New York Times ran an op-ed by Neal Tognazzini, associate professor of Philosophy at Western (see: <https://www.nytimes.com/2018/08/25/opinion/sunday/take-things-for-granted.html>). National Public Radio (NPR) quoted David Wallin, professor of Environmental Sciences at Western, about the move of mountain goats to the North Cascades (see: <https://www.wnyc.org/story/via-truck-and-helicopter-mountain-goats-find-new-home/>). WWU research associate Michael Kraft used an electron microscope to show the tar and soot generated from the summer wildfires that afflicted our area; stories ran in British Columbia and local media including the Olympian and Tacoma News Tribune (see Bellingham Herald story: <https://www.bellinghamherald.com/news/local/article217944835.html>). ) WWU Biology Professor Merrill Peterson's Northwest field guide on insects led to stories in media including the Seattle Times (see: <https://www.seattletimes.com/seattle-news/whats-that-bug-new-northwest-field-guide-makes-it-easy-to-find-out/>); and Washington State Teacher of the year and Western alum Robert Hand was featured in area media including the Seattle Times, KING 5 TV and the Skagit Valley Herald (see: [https://www.goskagit.com/news/local\\_news/teacher-s-philosophy-of-putting-students-first-helped-him-to/article\\_a69c79f3-c820-5d7d-bb43-4c4d304430c9.html](https://www.goskagit.com/news/local_news/teacher-s-philosophy-of-putting-students-first-helped-him-to/article_a69c79f3-c820-5d7d-bb43-4c4d304430c9.html)). Our office assisted in response to the police investigation of a Western employee accused of video recording men in a shower during a semi-pro basketball game in Seattle; the employee was found dead of an apparent suicide in a Spokane hotel room (see: <https://www.bellinghamherald.com/news/local/crime/article218309440.html>).
- **In publications**, Editor Mary Gallagher has been hard at work collecting items for the next edition of Window magazine, "The History of Western in 125 Objects." Mary is looking for things that help tell the story of Western and the people who have made a difference. (Please let Mary Gallagher know of any ideas.) Mary also has been strengthening our collaboration with New Student Services/Family Outreach, creating a special summer edition of the Family Connection newsletter for incoming families. They also worked together to produce the second Family Connection wall calendar, with a beautiful collection of photos along with key WWU dates and information. Mary wrote and helped publish about 70 short biographies of Western's Outstanding Graduates and Outstanding Graduate Students, promoting the success of a wide variety of top students.
- **In marketing and social media**, in July and August Kessa Volland met with a variety of departments to develop and plan social media messaging for fall quarter and the year ahead. She helped refine snow/inclement weather messaging, rewrote a significant amount of copy for the redesign of the University Residences website and finalized the first draft of a university wide social media policy. Kessa continues to work with the

Brand Council on our brand articulation project and recently collaborated with the Admissions and Extended Education teams to absorb their social media accounts into the larger Western profile as a means of providing more unified messaging.

- **In video and photography**, our staff continued its emphasis on shorter video and expanding access via multiple social media and online channels to enhance viewership. Our staff covered the beginning of the fall term, including Student Convocation and Paint B'ham Blue (see: <https://vimeo.com/292371231>) and created a video on the Sculpture Woods gift.
- **Graphic designers** Chris Baker and Derek Bryson worked on a wide range of design projects with offices across campus, including fliers, posters, banners and online and social media design work. Some notable examples included: Fall Career Fair and Law School Fair posters; finalizing the new CBE magazine "Catalyst;" new Bill McDonald Parkway banners; CEBR, "Economic Forecaster" and new Whatcom County Profile booklet; materials for upcoming Munro Institute; Community Relations - Community Collaboration & Partnership brochure; programs at Canada House – template designs for events; LGBTQ+ Western – branding and promotional materials for fall events; Graduate School – Viewbook, and Huxley College -Template design for Drupal website.

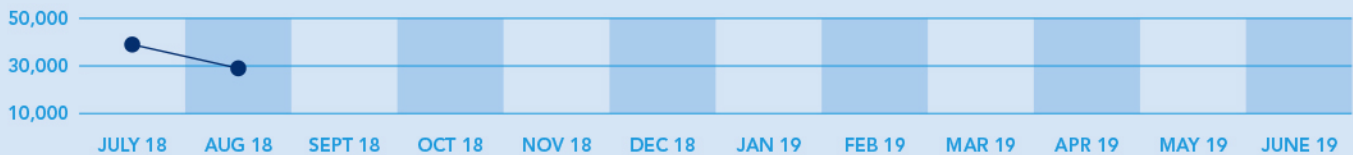
## WESTERN TODAY

### TOTAL HITS

**68,060**

### TOP STORIES

- Jane Goodall to Speak at the Mount Baker Theatre Oct. 8
- WWU Names Outstanding Graduates
- LK Langley Hired as WWU's Inaugural LGBTQ+ Director



## SOCIAL MEDIA



TWITTER



FACEBOOK



INSTAGRAM

### STATISTICS AT A GLANCE

**21,416**  
Total followers  
**65**  
New followers  
**0.30%**  
% gained  
**667**  
Engagements

**47,793**  
Total followers  
**139**  
New followers  
**0.29%**  
% gained  
**2,050**  
Engagements

**17,317**  
Total followers  
**109**  
New followers  
**0.63%**  
% gained  
**12,608**  
Engagements

## FAMILY CONNECTION NEWSLETTER

### Special Editions for Incoming Families

- Transfer families  
Sent to: **1,115**  
Open rate: **36.4** percent
- Freshman families  
Sent to: **3,686**  
Open rate: **21.2** percent

## SOCIAL MEDIA VIDEOS

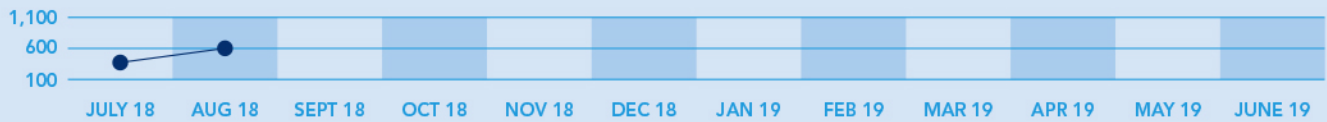
- **Rebel Whiteboard**  
Reach: 13,538  
Views: 4,486
- **His Own Man**  
Reach: 7,359  
Views: 2,291
- **Outback Farm**  
Reach: 6,865  
Views: 2,037
- **Commencement Day**  
Reach: 6,709  
Views: 2,072

## MEDIA STORIES

**981**  
*Total Stories*

### TOP STORIES

- The 20 Best College Towns in America (Business Insider)
- What Western Washington University is doing to attract new students (Q13 Fox)
- What's that bug? New Northwest field guide makes it easy to find out (Seattle Times)



## CREATIVE SERVICES

### GRAPHIC DESIGN



### PHOTO & VIDEO



**73** *Total Projects*

### FEATURING

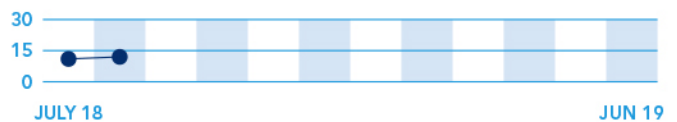
- EdAbroad - Annual Go Abroad Fair
- Special Events - Print materials for Opening Convocation
- New Student Convocation Program
- Huxley - Template design for Drupal website



**23** *Total Projects*

### FEATURING

- Photo and video coverage of Western community event College Quest
- Filming and video shooting for Western's Sculpture Woods
- Photo shoots for Window Magazine, history of Western in 125 objects



## COMMUNITY RELATIONS

CONNECTIONS REPORT	Jul-18	Aug-18	Sep-18	YTD
<b>Total Community-to-University Connections Made</b>	62	40	76	399
<b>Community Outreach Events Attended</b>	6	3	12	57
<b>WWU &amp; Community Programs and Projects</b>	6	6	5	10

### *Notable Projects and Connections*

#### **Bellingham Sister City Summit**

WWU's sponsorship and support of the Bellingham Sister Cities Summit was a great success. The event commemorated Bellingham's 60 years of Sister City Partnership with Tateyama, Japan. Western's participation helped establish many new local and international connections, while boosting Western's local visibility as a convener of global connections and conversations. Western forged many strong potential partnerships with sister city leaders around the world that may benefit Western's cultural programs, exchanges, and heritage collections. More than 30 Western faculty, staff and students volunteered over the summer to offer vital support for the event, aiding Bellingham/WWU relations in the process.

#### **Bellingham SeaFeast**

Founded in 2017, SeaFeast is Bellingham's newest annual event. Celebrating Bellingham's historic maritime heritage, active working waterfront, and connection to the Salish Sea, SeaFeast draws more than 10,000 attendees. Western has supported SeaFeast each year. Last year, Western provided valuable interns and volunteers. This year, in addition to interns, Western had a visible presence provided by Huxley College, Shannon Point Marine Center, and the Salish Sea Institute. Western and our unique touch tank were among the most popular booths and we anticipate supporting in a larger role next year, especially as this event continues to coincide with Move-in Weekend when family members and friends are in town to support new students.

#### **Supporting an Entrepreneur's Dream**

A local entrepreneur and former restaurateur reached out to Western to support her hopes of opening a café staffed by people with disabilities. Understanding the challenges of opening a restaurant, Western's MBA program and two faculty have offered to support this community member by offering business support through their MBA capstone course this year.

### *Other Connections and Partnerships*

**Woods Coffee** – Connection to find a student hired to be a Woods Ambassador on campus.

**American Cancer Society** – Bridge local ACS connection to WWU Relay for Life.

**Brain & Spine Clinics** – Introduce connection to Behavioral Neuroscience and CSD Faculty.

**ProShop** – Connect co-founder to Marketing Department for student internships.

**Camp Saturna** – Expand connections to Huxley College while exploring future partnerships.

**Premier Dental Center** – Connection with WWU's Pre-Dental advisors.

**Wise Buys** – Connected to WWU Alumni Association to promote Western Wednesday promotions.

**Vaasa, Finland** – Mayoral connection with College of Business and Economics exploring exchange opportunities.

**Tateyama Shirayuri Academy** – Connecting with Culture and Language Programs to provide kindergarten teachers proficient in English.

## SMALL BUSINESS DEVELOPMENT CENTER

### WWU Small Business Development Center: Q3 2018 HIGHLIGHTS

- Rural Business Advisor, Asche Rider, attending the national America's SBDC Conference in Washington D.C.
- Hired two WWU MBA graduate teaching assistances for the 2018-19 academic year
- Co-hosted "Whatcom County: Meet the Buyer," a government contracting event, with Washington PTAC
- Co-hosted "Bellingham – Grow Your Business Internationally" with the Washington Export Outreach Team
- Presented about the WWU SBDC at the Point Roberts Community Advisory Committee
- Presented small business advising trends to Team Whatcom
- Met with Congressman Rick Larsen's office
- Met with Congresswoman Susan DelBene's office

### WWU Small Business Development Center: Q3 2018 MEDIA

- The 2017-18 WWU SBDC graduate student assistants, Shane Reed and Janis Vander Ploeg-Wolfe, were featured as Outstanding Graduate Students in Western Today: <https://westerntoday.wvu.edu/features/wwu-names-2017-18-outstanding-graduate-students>.

## WASHINGTON CAMPUS COMPACT

### UPCOMING EVENTS

Washington Campus Compact will facilitate three key statewide events in the next two months.

#### 1. ANNUAL MEMBERSHIP AND NETWORK MEETING

**Day/Date:** Thursday, October 11, 2018



**Topic:** *Advancing Community Engagement Practices through an Intersectional Framework.* Dr. Tania Mitchell, a national scholar, will work with service-learning/civic engagement educators from across the state to explore civic identity, social justice, student learning and development, race and racism, and community practice and how they interact with one another.

## 2. FOOD SECURITY FORUM

**Day/Date:** Friday, October 12, 2018

**Topic:** Hunger and food insecurity are prevalent across the state of Washington. In 2016, one in eight WA residents “did not get enough food to meet their basic nutritional needs” (Northwest Harvest, 2017). Faculty, staff, and community partners from around Washington state will share how they use civic engagement to address food security issues in their communities and on their campuses.

## 3. PRESIDENTS’ MEETING

**Day/Date:** Wednesday, November 14, 2018

**Topic:** *The Future of Our Democracy and the Role Higher Education Serves in Preparing Students for Democratic Engagement.* Presidents and chancellors will discuss the current campus climate and how we might approach preparing students for democratic engagement.

## WEB COMMUNICATION TECHNOLOGIES (WebTech)

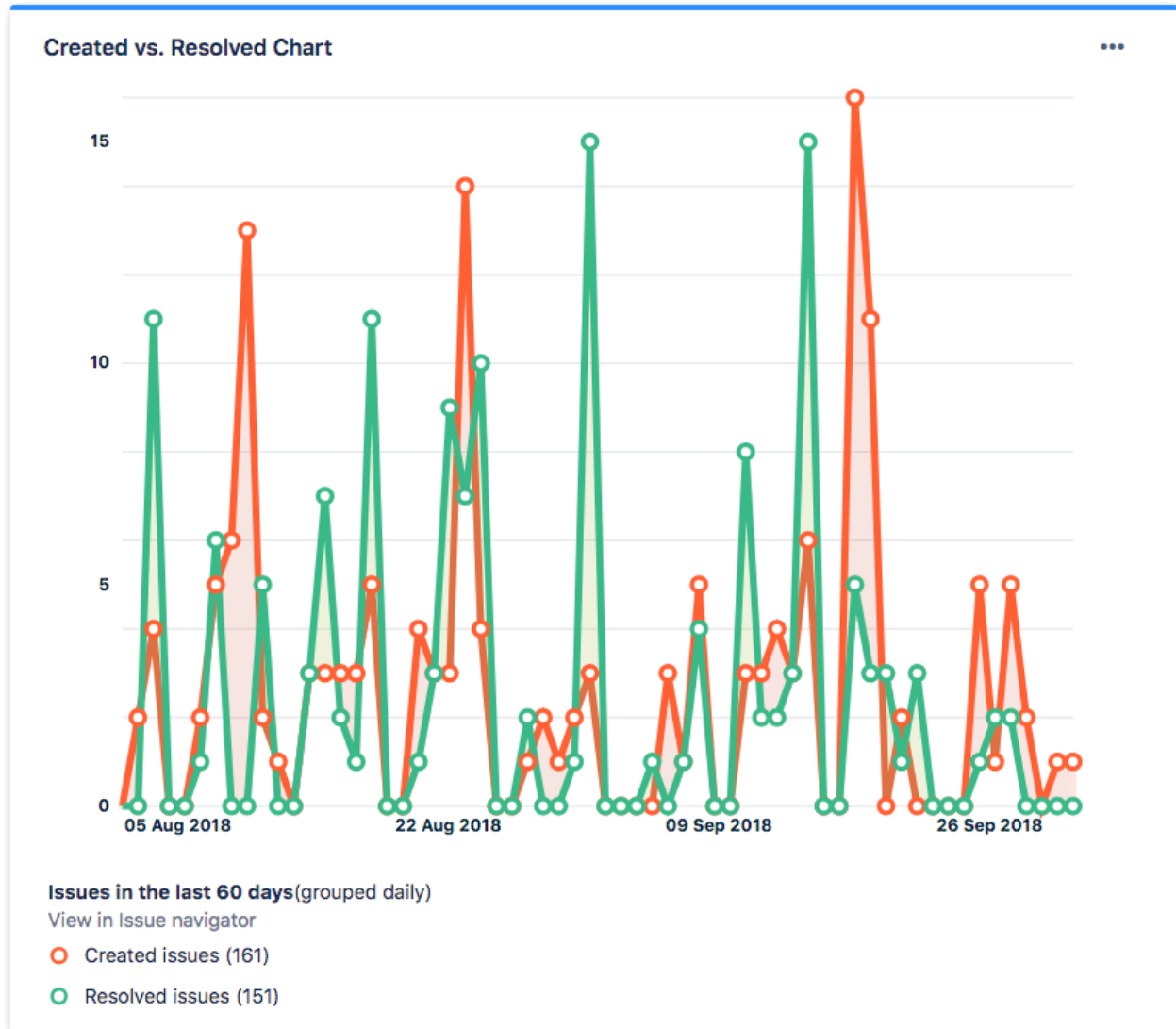
Summer kicked into high gear throughout August and September. We are happy to announce the hiring of Stephanie Mason, a recent graduate and first place winner in the Association for Computing Machinery’s international research competition, as our newest team member for the newly created front-end designer/developer position. The passion and creative problem solving she brings to the team is fantastic and the impact is resonating throughout our team and among those with which we work. The additional team member is also exciting as it increases our bandwidth, especially once projects needing immediate attention have been completed.

A handful of sites were migrated over this time period into our accessible template, [International Global Engagement](#) and the [Career Services](#) site are two examples. We worked with the [LGBTQ+](#) director to develop a new digital presence for that office, and assisted numerous content editors around campus ensuring their sites were ready for the new academic year. This work is done concurrently with the accessibility improvements and remediation work, during the Summer we moved ahead of our vendors higher education industry average, a strong indicator of marked improvement in this area. We have a lot more work to do but all indicators are positive.

Thanks to lots of campus community volunteers, the enterprise search tool that replaced the Google Search Appliance (GSA), continues to improve. We are eager to incorporate further feedback from students during the new term.

Search Engine Optimization efforts are soon to begin in earnest. The pilot group has completed onboarding with BrightEdge and are all working towards certification. We will have our implementation strategy finalized by the end of October and will then be working to make significant gains in organic search results.

A significant amount of time during the past two months has been spent developing our new digital design system, the foundation of the soon to come revised institutional website. There are a lot of moving parts and we have been doing cutting edge work developing the system to both support future projects as well as being able to support existing platforms. We are aiming to have this work released by the end of October.



The full-time front-end designer/developer helped move us more toward an equal number of tickets created versus resolved.



**19. EXECUTIVE SESSION**

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

**20. DATE FOR NEXT REGULAR MEETING**

- **December 13 & 14, 2018**

## **21. ADJOURNMENT**